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School Killers Speak: A Comprehensive Examination of Associated and/or Mentally Ill and Non-Associated and/or Mentally Ill School Violence Perpetrators in K-12 American Schools

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K-12 School Violence Monograph Series

THE
VERITAS
GROUP

SCHOOL KILLERS SPEAK



A Comprehensive Examination of Associated
and Non-Associated and/or Mentally Ill School
Violence Perpetrators in K-12 American
Schools

Gordon Arthur Crews, Ph.D.

Volume 3

SCHOOL KILLERS SPEAK

A Comprehensive Examination of Associated and Non-Associated and/or Mentally Ill School Violence Perpetrators in K-12 American Schools

Gordon Arthur Crews, Ph.D.



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Huntington, West Virginia


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PURPOSE OF SERIES

The purpose of this work is to examine the perpetrators of acts of school violence in K–12 schools in the United States. It is hoped that this examination will offer new and unique insight into the extremely complex issues surrounding juvenile violence in general and school violence in particular. There have been myriad works categorizing, theorizing, and profiling the causes of these types of events and the offenders who commit them. The problem is that very few have actually sought answers where they lie, from those who actually know why an event happened—*the individuals who committed the act*.

With this work, I have sought to do just that, speak directly to those who can offer us the best information on *why some individuals decide to commit an act of violence at a K–12 American school*.

Since 2012, I have been interviewing, exchanging correspondence, and visiting face to face, with approximately 42 currently incarcerated men and women who committed their acts of violence in a K–12 school building, school bus, or school property. As discussed later in this work, my original sample was 78 individuals with 36 of that number participating in a survey which will also be discussed. In addition to the 36 who participated, another 6 have continued speaking with me and decided to contribute more in-depth to this work over the last four years. At all hours of the night, my cell phone often has messages left on it such as, “You are receiving this call from an inmate at XXXXXXXX prison, press 1 if you are willing to accept the charges.” I have never purchased so many postage stamps in my life and am actually friends on *Facebook* with *JPay.com* (the Web site where one can send money to incarcerated offenders across the United States). I will probably be indicted for some type of fraud being on so many “inmate visitor lists” in so many states!

To start us off, I asked some of those I have been speaking with to send me a comment or two that they would like others to read and understand about school violence as they begin reading this work. I chose four comments to use in this work, one from each of the four

types of school violence perpetrators discussed throughout this work. Their comments are below.

Comments from a [Traditional School Violence Perpetrator](#) who, at age 15, entered his high school's main hallway and fatally shot his principal with a .22 caliber revolver:

I'm XXX XXXX inmate #XXXXXX. I was the one behind the XXXXXXXX, XX XXXX shooting in XXX County, XXXXXX. I write this for a few reasons, one to let people know how messed up the system is, and two how fragile and misunderstood the juvenile brain is. Us juveniles tend to hide what truly is serious in order to protect what we perceive to be serious. For example, I hid the fact that I was sexually assaulted by my victim for two years prior to shooting him. But I told no one of this till I was 18, because in my small idiotic juvenile brain I thought no one would believe me, or that it would prove what everyone thought about me, that I was homosexual. But what clammed me up even more was, what would my then girlfriend think. If I couldn't protect myself then how was I to protect her. See that is how messed up the juvenile brain is, I should never have been worried about that, because I was facing life in prison, but instead of telling the truth I lied and was given life with the possibility for parole in XXXX.

I couldn't fully digest how serious either situation was, be it what happened to me or what I did to XXXX. I knew I was in trouble but I couldn't understand to what extent. I couldn't even grasp what LIFE in prison meant. I was wrong to handle the situation the way that I did, because of my reckless actions a human life was lost and a family torn apart. Only when I got older was I able to understand what I had really done, though the result was not my intention. It taught me that things don't always go as planned and that you should look at all the possibilities of what can happen. My only intent was to scare those who had emotionally hurt me for so many years, and to take XXXX's manhood as he had taken mine, then to die by the cop's hand. I never intended to kill any one. I had NO right to do what I did not matter how justified I

believed I was.

I didn't think about the emotional impact I was inflicting upon everyone, from the school to XXXX's wife, kids, and family let alone the community as a whole. So I am at fault for my actions and should be held accountable for them. When it comes to the system handling juveniles they need better regulations on how to handle juveniles of ALL ages. Like a positive nurturing environment to make the juvenile feel secure where he can speak without being automatically judged by my acts. If I had been in a safe place and asked if I had been assaulted, and if so that it wasn't my fault or shame then I would have opened up. They also need to learn to work with juveniles who have had or have drug additions. Because all these things play a factor in the chemistry of the juveniles brain. They also need to have the juvenile explain his rights the way he understands them back to the detectives so they are all on the same wave length. For example I was asked if I wanted a lawyer, I responded "I don't have money for a lawyer" so they reread that right to me and asked again, and I responded the same.

I'm indicating that I want a lawyer, without saying I want a lawyer. The detectives done know I have a 2nd grade math level or a 3rd grade reading level, and can't properly phrase my sentences. I was also very submissive and easily intimidated. Juveniles can't and shouldn't be tried as adults because they are neither physically nor mentally an adult, and their empathy and ability to feel for others is at a low, so when they are placed on trial and don't cry like expected they are viewed as monsters or heartless humans that can be disposed of. What the public fails to realize is that the frontal cortex of the brain which helps control emotions such as empathy isn't even fully developed till the ages of 21–26. Come that with drugs and physical abuse it takes even longer because it retards the growth of it. I didn't feel empathy or regret for the citizen or my actions till I was in my 20s. At that time I felt bad knew what I had done was bad, but was unable to show it till my 20s.

Comments from a *Gang-Related School Violence Perpetrator* who, at age 18, was involved in the shooting death of a 16-year-old gang rival in a school parking lot with three other men:

As a youth, I was a resident of XXXXXXXX. I grew up in a Southside neighborhood—XXXXX. I witness a lot of violence. And from my vantage point, the majority of the violent school incidents escalated from smaller incidents in our communities! Therefore, to elaborate on our communities and my experiences, I noticed how easy it was to be in the wrong place at the wrong time. On XXXX XX, XXXX, I was shot in the neck while inbounding a pass playing basketball; after my recovery I vowed to myself I would leave the streets alone. Growing up in my neighborhood criminal activity was everywhere. It was hardly avoidable. Even a causal walk to the grocery store or to church was suspect to an episode. My community seemed to contain only minds of ignorance so I always thought that life style was the only way of living.

Selling drugs, shootings, robberies, and other menacing tactics are the realities of young males in order to keep bills paid and food on their table. I ask this, can you imagine being young again, sitting in a classroom and witnessing a fellow student you've seen selling drugs on the streets dressed in the best of clothes pull out wads of cash?

Jealousy, curiosity, and temptation are overwhelming. Adolescent desires can be gratified nearly instantaneously by giving into the calling of the streets. Satisfaction can be found quicker than hailing a jitney (cab). This section is how I was trapped by the streets at the tender age of 14. For young males, the combination of the worldly materialistic desires and the adjusting to testosterone can be lethal. Aggression that is pent up from incidents from the streets spills over in schools and classrooms. Outbursts can be ignited by most from a minute occurrence such as a misinterpreted gaze or look, wrong choice of words, ego, reputation, or an image misled for.

Comments from an *Associated and/or Mentally Ill School Violence Perpetrator* who, at the age 18, crashed through the security gate of his former high school, stepped out of his vehicle, set off several smoke bombs, and then proceeded to open gunfire toward the school shattering many windows in front of the school cafeteria injuring several students:

As a child, I was always socially awkward. I was overweight, wore glasses, and bullied by a friend of mine. I grew up with some friends but was often the proverbial "loner." I also do suffer from mental illness.

Because of bullying and my sensitivity to it, I became depressed. My father could sometimes be abusive and very strict to my family and I. I disliked being treated that way as anyone would. As a young child I liked violent movies and some violent video games. I had a strong interest in firearms and became desensitized to violent content. I later joined the military and basic training enforced and reinforced my feelings of low self-worth. Memoires of the past created in me more depression and suicidal thoughts.

As my depression increased, my thoughts became more erratic. I began to drown my frustration in work and violent content. Violent content can be a factor in these cases. Not all who view violence decide to commit a violent act but you do become desensitized after viewing it for so long. Individuals who take medicine for mental illness or who have had suicidal thoughts need to be watched because suicidal thoughts can later become homicidal as well. Those who have suicidal thoughts can extend them to include other people.

I was obsessed with violent shootings and believe that I was call to do one myself. I regret what happened with all my heart. When you have mental illness, you tend to act more compulsively and react differently than those who do not have it. You think all is well. Almost every day this happens.

We are becoming more and more desensitized to extreme violence due to movies, television, video games, and prevalence of violence extremism. My choices were not the choices of a rational man.

Comments from a *Non-Associated and/or Mentally Ill School Violence Perpetrator* who, at the age of 55, attacked 11 kindergarteners, two teachers and the principal of an elementary school with a machete. He later stated that the attack was because he was angry about his divorce and allegations he had molested his stepdaughters:

*Regarding school safety—I have no interest in the subject. I am 67, 55 when I got my wee bit o’revenge—therefore—most of these topics are not applicable to me—sorry! I was prepared for my act in that I stopped twice in XXXXX and XXXX to sharpen my machete on my way to that school! I also hope to be remembered in XXXX County forever! No mental illness here—just bored and one of the angriest persons on earth!! Anger and hatred really causes severe miserableness for those who experience those 2 emotions. Drugs/Meds/ Alcohol—ain’t solve it—you must get revenge—or commit suicide—to escape the **TORMENT**. Either/Both would be a “Blessing”!*

I could think of no better way to begin this examination of school violence and those who commit it then with these initial remarks from those I have “worked with” for over three years. Please read between the lines of what I write and what they say. There are many lessons in here for all of us to remember. I hope that the readers of this work will take away with them a great deal of “food for thought” and the desire to do what they can to help reduce this type of violence in our country.

It is hoped with this work that those in positions to make changes in policies that impact, and even control, the lives of young people in the K–12 schools across the United States will look beyond the old beliefs and stereotypes. Instead of seeking scapegoats, seek commonsense strategies which take into consideration potential impact on all factions of a school - students,

teachers, staff, and administrators.

BACKGROUND RESEARCH

This work resulted as part of a comprehensive and ongoing research project investigating the causes of K–12 school violence and disturbance in America. Between 2008 and 2013, all publicly available lists and news reports were scoured to obtain a population of names of perpetrators who committed violence on kindergarten to 12th-grade school property or at a school function since the 1700s (approximately 500-plus incidents initially identified).

Then the deceased, released, un-adjudicated, and otherwise un-locatable individuals were eliminated from the sample (decreasing cases to approximately 120 incidents). Finally, state correctional systems were extensively searched to determine the number of these offenders who were still alive, incarcerated, and able to be contacted.

This resulted in a list of 78 school violence incidents and offenders who committed their acts of violence in 33 states across the United States between 1979 and 2011.

PORTRAITS AND TYPOLOGIES

Next, descriptive data from publicly available secondary sources (e.g., court transcripts, news reports, journal articles, etc.) related to the resulting 78 identified incarcerated perpetrators of school violence (mostly *school shooters*) were gathered. This was conducted to analyze their acts of school violence and the aftermaths of their acts to develop a comprehensive portrait of K–12 school violence in the United States. It was also to provide this profile through separation by “type” of school violence perpetrator for a more in-depth analysis. From extensive review of the cases, surveys, and interviews, four (4) types of offenders were identified:

Traditional School Violence Perpetrators (42 of the 78 offenders in this sample);

Gang-Related School Violence Perpetrators (24 of the 78 offenders in this sample);

Associated School and/or Mentally Ill School Violence Perpetrators (7 of the 78 offenders in this sample);
Non-Associated and/or Mentally Ill School Violence Perpetrators (5 of the 78 offenders in this sample).

Traditional school violence perpetrators are defined as those who were current students and essentially “striking back” at the students and school which they attended at the time of the violent act. *Gang-related* school violence perpetrators are defined as those who were identified (self and law enforcement identification) as involved in the gang lifestyle and committed their acts as part of such lifestyle on school grounds or at school functions.

In contrast, *Associated* or *Non-Associated and/or Mentally Ill school violence perpetrators* are identified as offenders who were generally older and targeted a school of which they may (*Associated*) or may not have (*Non-Associated*) any past or current involvement. These are either past students who returned to their former school to commit a violent act or targeted a school in which they had no association, but targeted it for other reasons (e.g., as a symbol of innocence or revenge against society as a whole).

FROM THE MOUTHS OF THE PERPETRATORS

Finally, a secondary part of the overall research project focused on the results of a 200-question scenario-based survey, entitled, “School Violence Prevention Questionnaire,” distributed in early 2013 to the 78 identified incarcerated school violence perpetrators who committed acts of violence across the United States between 1979 and 2011. This survey questionnaire was developed in late 2012 with assistance from Dr. Angela W. Crews of the *Themis Center for Justice Policy, Practice, and Research* (Huntington, West Virginia). Dr. Crews also established the initial structure of the planned database for this research in the fall of 2012. The database was restructured by Ms. Paige Heinrich in 2013 under the auspices of *The Veritas Group, LLC* (Huntington, West Virginia). This group also collected all surveys, entered all data, and analyzed all results.

It was determined early that a *projective technique* was the survey method to be used given the research population (i.e.,

incarcerated individuals, many facing the appellate process and/or denying their guilt). It was determined that this would be the most effective way to help the respondents' *unconscious speak*, without directly commenting on their own criminal cases or culpability. Often, respondents are assumed to hold things back in order to protect their *self-image or potential culpability* in a research situation. When investigated by means of a projective technique, focus is moved away from the respondent and "projected" at hypothetical others or situations and scenarios. Therefore, respondents are supposed to *open up* to the survey purpose and actually reveal more about themselves than if asked directly. This is very often the case when conducting research about the criminal behavior of an individual. The "Prevention of School Violence Questionnaire" was constructed and administered in this fashion.

With this questionnaire, respondents were asked to put themselves *in the shoes of* John/Jane, a person similar to themselves at the time they committed their acts of violence and to answer questions about John's/Jane's thoughts, feelings, and experiences at four different time periods: (1) *prior to deciding to commit violence*; (2) *after the decision to commit violence and during the planning phase*; (3) *during the act of violence*; and (4) *immediately after the act of violence*. For each part of the survey, respondents were asked if this hypothetical person agreed or disagreed with a statement provided. The level of agreement with the statement posed was rated 0 to 4 with the following options for response:

John/Jane is *definitely not* thinking, feeling, or experiencing this.

John/Jane is *probably not* thinking, feeling, or experiencing this.

I am *not sure* whether John/Jane is thinking, feeling, or experiencing this.

John/Jane is *probably* thinking, feeling, or experiencing this.

John/Jane is *definitely* thinking, feeling, or experiencing this.

All 78 offenders received a survey with 36 of them agreeing to participate in this research and responding with their completed survey. This resulted in following final sample for survey responses:

Traditional School Violence Perpetrators (18 of the 36 offenders in this sample);

Gang-Related School Violence Perpetrators (13 of the 36 offenders in this sample);

Associated School Violence Perpetrators (4 of the 36 offenders in this sample);

Non-Associated School Violence Perpetrators (1 of the 36 offenders in this sample).



DEDICATIONS

As with everything I have done, I dedicate this work to the love and support of my family.

To my mother, Joyce A. Crews, who instilled in me her hard work ethic and unbelievable strength; my son, Garrison A. Crews, who inherited all the bad traits of me and my father, and my daughter, Samantha L. Crews, who is much meaner than she appears! I also want to dedicate this to my beautiful and incredible wife, Sara Green Crews, who has been there through the toughest times! I love you all with all I am and will always be there for you.

Finally, I would like to dedicate this work to my father, Gordon Allen Crews, who passed away during its genesis. I learned so much from you about human nature and criminal behavior. Unfortunately, I see much of what you learned in 35 years of police work more and more every day. I love you and miss you; the world is not the same with you gone.

G. A. C.

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First and foremost, a huge acknowledgment goes to Ms. Paige Ann Heinrich. While working as a research assistant for *The Veritas Group, LLC*, she developed the final database and completed all data entry of the information used in this work. She was also responsible for crunching the numbers used for analysis in this work. She came into the project at a time that I really needed her help. She was always there and a great partner in fighting against the many obstacles which were thrown in my way in three years of attempting to bring this work to life. As she moves on in her life, I wish her all the luck in the world and hope to continue researching, writing, and working with her in the future!

I would also like to acknowledge Ms. Kayla Riddleberger (Roman and Littlefield) who worked diligently as an outside editor for this work! The format turned out fantastic and it is because of her. I would also like to acknowledge Ms. Kathryn Knigge (Roman and Littlefield) and Ms. Beth Hall (Carolina Academic Press) for also for reviewing, editing, and offer suggestions about the format for this work!

I must acknowledge the incarcerated school violence perpetrators involved in this work. A special thank you goes out to the 36 who agreed to be surveyed, the 28 who agreed to interviews, and the additional 6 who contributed other pieces to this work. I remain in contact with many of these men and women and we have plans for more projects in the near future.

We always have people who help behind the scenes with any work of this type.

Fourth, a huge thank you goes to my administrative assistant Ms. Linda Good who has been a godsend in my life at Tiffin University. She is gravely underappreciated, but I want to send her a huge thank you for all of her help!

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paralegal, Ms. Reggie Hill. As my attorney and paralegal, I taught them a great deal about school violence research and intellectual property rights and they taught me a great deal about the West Virginia Family Court System over the last few years.



FOUR TYPES OF SCHOOL VIOLENCE PERPETRATORS

Traditional School Violence Perpetrators

defined as those who were current students, generally younger teens, who commit acts that are essentially “striking back” at the students, rivals, and schools which they attended at the time of the violent act

Gang-Related School Violence Perpetrators

defined as those who were identified (self and law enforcement identification) as involved in the “gang lifestyle” and committed their acts as part of such lifestyle on school grounds or at school functions

Associated and/or Mentally Ill School Violence Perpetrators

defined as those offenders who were generally older and targeted a school of which they have had past or current involvement, very often past students who returned to their former school to commit a violent act

Non-Associated and/or Mentally Ill School Violence Perpetrators

defined as generally much older individuals who target a school of which they had no direct past or current involvement, many see the school as a “symbol of innocence” or something missing in their personal lives

VOLUMES IN SERIES

Volume 1

School Killers Speak: A Comprehensive Examination of Traditional School Violence Perpetrators in K-12 American Schools ISBN: [978-0-9979620-1-7](#)

Volume 2

School Killers Speak: A Comprehensive Examination of Gang-Related School Violence Perpetrators in K-12 American Schools ISBN: [978-0-9979620-3-1](#)

Volume 3

School Killers Speak: A Comprehensive Examination of Associated and Non-Associated and/or Mentally Ill School Violence Perpetrators in K-12 American Schools ISBN: [978-0-9979620-4-8](#)

INTRODUCTION TO VOLUME 3

The work is divided into three (3) parts consisting of sixteen (15) chapters. Each chapter compares and contrasts the findings as they relate to the four (4) different types of school violence perpetrators.

Part One: Characteristics of the Locations, Perpetrators, Acts, and Schools

Chapter 1: Location and Time of Events of Associated and Non-Associated And/or Mentally Ill School Violence Perpetrator Incidents

This chapter examines the location and time of events of school violence incidents based on a detailed examination of 78 events. In addition to state and region of occurrence for these events, the type of developed area (i.e., urban, rural, or suburban) is examined. The dates of these events are examined from their month and year of occurrence to their day of week. The time of events are also explored as to their time of school day occurrence.

Chapter 2: The Associated and Non-Associated And/or Mentally Ill School Violence Perpetrator School Environment

The school environment is examined in this chapter as it pertains to the type and level of school and whether it was a private or public institution. The chapter also offers a comparison of the student and teacher populations of schools experiencing different types of school violence.

Chapter 3: The Associated and Non-Associated And/or Mentally Ill School Violence Perpetrator School Violence Event

The focus of this chapter is exploring details about the school violence event itself. Primarily, the examining of reasons for a particular school to be chosen and whether the perpetrator informed others of their plans. There is also an extensive review of the planning process and target selection for a school violence event.

Chapter 4: Who Is the Associated and Non-Associated And/or Mentally Ill School Violence Perpetrator?

Chapter 4 offers an overview of the characteristics of the school violence perpetrators involved in the 78 examined incidents. Details of demographic information and personal lives are the focus.

Chapter 5: Associated and Non-Associated And/or Mentally Ill School Violence Perpetrator's Traits and Issues

The aim of this chapter is to offer a detailed overview of the school violence perpetrator's traits and issues. Mental and physical health issues are examined as well as the home and family life of perpetrators. The personal relationships and drug and alcohol abuse are explored as is the possible influence of violent media on the actions of offenders.

Chapter 6: Associated and Non-Associated And/or Mentally Ill School Violence Perpetrator Characteristics of Weapons Used and Injuries Incurred

This chapter provides a detailed examination of the source, availability, and types of weapons used in school violence events. An overview of the injuries and deaths associated with these types of offenses are reviewed as well.

Chapter 7: Associated and Non-Associated And/or Mentally Ill School Violence Perpetrator Charges, Trials, Pleas, Convictions, And Sentences

The final chapter in part one explores the courts, charges, and types of trials which resulted from the violent incident. The chapter also offers an overview of the typical pleas entered, convictions occurring, and the sentences given to these types of offenders.

Part Two: From the Mouths of School Violence Offenders

Chapter 8: Associated and Non-Associated And/or Mentally Ill

School Violence Perpetrator: Before the Decision to Commit Act

Chapter 8 begins the second and most unique part of this work. Utilizing the findings of surveys, writing, and interviews, the thoughts, feelings, and experiences of offenders *before* the actual act are examined. Views of self and the offender's feelings and emotions prior to planning a school violence incident are explored. The chapter also offers information on the offender's abuse received and family situation at this stage of a violent event.

Chapter 9: Associated and Non-Associated And/or Mentally Ill School Violence Perpetrator: Planning the Violence

This chapter examines the thoughts, feelings, and experiences of an offender during the planning phase of their school violence act. The chapter offers an overview of the concerns the offenders had about their personal safety, their plans, and any second thoughts they may have had at this time in a violent act.

Chapter 10: Associated and Non-Associated And/or Mentally Ill School Violence Perpetrator: During the Violence

The thoughts, feelings, and experiences of offenders as an act is *being committed* are examined in this chapter. Their thoughts about death and negative feelings during the act are discussed. Whether they felt in control and what they were worried about is the focus of this chapter.

Chapter 11: Associated and Non-Associated And/or Mentally Ill School Violence Perpetrator: The Aftermath

The final chapter in this part examines the offenders' thoughts, feelings, and experiences *after* the act. Topics such as who they blame for their behavior and feelings about the results of their act are explored. Views of self and thoughts of their future are also presented.

Part Three: Findings, Analysis, and Recommendations

Chapter 12: Associated and Non-Associated And/or Mentally Ill School Violence Perpetrators: The Event

This chapter focuses on the findings for Gang-Related school violence perpetrators as they pertain to the actual violent event.

Chapter 13: Associated and Non-Associated And/or Mentally Ill School Violence Perpetrators: The Perpetrator

This chapter focuses on the findings for Gang-Related school violence perpetrators as they pertain to the characteristics of the actual perpetrators.

Chapter 14: Associated and Non-Associated And/or Mentally Ill School Violence Perpetrators: The Thoughts and Feelings

This chapter focuses on the findings for Gang-Related school violence perpetrators as they pertain to their thoughts and feelings before, during and after their violent event.

Chapter 15: Epilogue—Question: Has it always been like this?
Answer: Yes, sort of. . . .

The epilogue is a final in-depth analysis of all documented school violence incidents from 1700 to 2015. They are examined by typology, decade, and arrest rates.

LIMITATIONS

Conducting any type of research when it comes to school violence and disturbance is extremely difficult and whose findings can be misleading sometimes at best. There are many reasons for this:

- No system for recording and enumerating individual acts of crime existed until 1933, when the Federal Bureau of Investigation's *Uniform Crime Report* was developed.
- Many forms of individual aggression, such as juvenile

misbehavior, were not a matter of great public concern and attention until 1960s.

- Throughout history, even definitions of what constituted school disturbance have varied.
- Reporting procedures have varied, and continue to vary, among school districts.
- Not until the 1970s did many school districts keep comprehensive data on student criminality on their campuses.
- Local school administrators have historically played down their problems to give the impression that they controlled their school situation completely.
- Most early information on school disturbance and problems is primarily anecdotal or simply not available.
- Even the very definition of “school” has changed over time.
- Most researchers involved in this type of research only use and depend on the data and information gained from others and never do their own field research.

The potential limitation for this particular study is that various conclusions are drawn from a small sample of respondents. Seventy-eight incidents examined out of over 500 events, and 36 survey respondents out of 78 identified offenders. There could also be concerns over the timespan of 1979 to 2011 (i.e., no “recent” cases examined).

It is argued that these limitations are minimized due to several factors. First is the fact that as of mid-2016, no other study has surveyed or interviewed as many perpetrators or examined as many events. The Federal Bureau of Investigations’ Threat Assessment Team (O’Toole 1999) did not interview any actual perpetrators directly and only examined case studies of 14 schools where shootings had occurred following the Columbine High School shooting (Colorado) as the foundation for their extensively utilized report entitled, *The School Shooter: A Threat Assessment Perspective*.

This limitation is also minimized given the extensiveness of the survey instrument (involving 365 variables) and other face-to-face interviews and mailing contacts. As for the dates of events

examined, incarcerated offenders are not generally a population which desires to discuss their past actions except to plead their innocence. This is very much the case for those who are involved in current types of appeals and post-conviction relief hearings. Due to these facts and ethical considerations, the most recent incarcerated individual whom it was felt was at a point to discuss these issues was incarcerated for acts committed in late 2011.



One

CHARACTERISTICS OF THE LOCATIONS, PERPETRATORS, ACTS, AND SCHOOLS

The following chapters examine the characteristics of *Associated and Non-Associated and/or Mentally Ill School Violence Perpetrators*' school violence as it relates to the locations of events, types of perpetrators, types of acts, and schools in which it occurred. The total population of events and offenders examined was 78 incidents which occurred between 1979 and 2011 (7 of them have been classified as *Associated* and 5 of them as *Non-Associated and/or Mentally Ill School Violence Perpetrators*). Each of the findings is represented through the following four types of school violence perpetrators (the number and percentage by type of offender is also represented):

Traditional School Violence Perpetrators (42 of the 78 offenders in this sample);

Gang-Related School Violence Perpetrators (24 of the 78 offenders in this sample);

Associated and/or Mentally Ill School Violence Perpetrators (7 of the 78 offenders in this sample);

Non-Associated and/or Mentally Ill School Violence Perpetrators (5 of the 78 offenders in this sample).

This analysis resulted in the revelation of unique information pertaining to the location and time of events, details about the school violence event, and information on who the perpetrator was. Detailed findings on the school environment, perpetrator's traits and issues, and characteristics of weapons used and injuries incurred are presented. Finally, information on the resulting criminal charges, trials, pleas, convictions, and sentences are examined.

LOCATION AND TIME OF EVENTS OF ASSOCIATED AND NON-ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATOR INCIDENTS

IN THEIR OWN WORDS

In Response to the Sandy Hook Elementary School Shooting on December 14, 2012

I think he chose the school because it was familiar to him, he went to school there so maybe something happened then. His mom was working at the school so it was a place that was always on his mind cause she would come home and talk about it. Maybe because of his Asperger's syndrome he felt that his mother payed more attention to the kids at the school and that made him very angry with her and the kids and adults at the school and he thought he had to do something about it. It is very hard to put myself in his shoes, I've been raised that the children are the future and that they should be protected from evil like that. I also think he may have thought that it may have been an easy target because of its location and the fact that he was a little familiar with the school, people most of the time will pick a place their most comfortable at so that when they start to do such a thing like that they don't get spooked and change their mind and have to pick a new target without having to plan anything out ahead of time. When I would do a robbery

or when I was going to kill myself it was always at a place that I would go all the time.

—WM/17/2007 (brought a gun to school and held a class hostage for four hours)

I have no idea what the Newtown shooting was about. I'm about as far removed from the facts on the ground as anyone can get. And even those that have access to some of those facts (i.e., the media) can't get it right. Aren't they the ones who reported Lanza's mother was a teacher at the school? People in this world, and the media particularly, have not learned that if you don't know what's going on, say nothing. Otherwise you create an air of confusion which later is hard to undo. This act may not have been so much one of anger towards his mother or those teachers and children. It is more likely his act was left as a burden for others to carry. That is, for perhaps his father, his brother, the "town"; or whatever person/entity (and it could be more than one . . . a confluence of motivations) that in his mind had wronged him, or neglected him, or failed him, or spurred him, or whatever. I, quite rationally, want to do something drastic and sacrificial which will bring even one of them back. I can feel hopeless about my future because when I think about this recent tragedy I don't ever want to me a parole. So how could anyone else? And if I don't have a chance to live in a community and have a family, then what hope do I have?

—WM/14/1986 (failing a class, tried to kill the teacher, but shot and killed her substitute and injured a vice principal and two other students)

Personal Comments to Author about School Violence

John might be a former student. John may have a fascination with death. John talks a lot about death. John may have an interest in tragedies such as school shootings or true crime stories. John spends a lot of time in his room, in isolation.

John may feel remorse and talk a lot about a past event(s). John believes he is a follower. John may feel that others will hopefully understand. Majority of the time John thinks about this, like it's the only thing to live for, the violent plans he has. John may desire help in his plan. John may feel like he has to tell someone. Hopes to kill as many as he can. Hopes to kill before he is stopped or killed. Wants to be quick in his plan. Worried he might be stopped. John may think of how many he hurt or killed. He may feel relief that it is over. John may feel confused that he is still alive, or disappointed/frustrated.

—HM/18/2006 (crashed through security shack at the entrance to the student parking lot, stepped out of this van, set off three smoke bombs and then proceeded with gunfire toward the school, after killing father at family home)

INTRODUCTION

This chapter examines the characteristics of school violence perpetrators, their acts, and the schools in which they committed their violence. Descriptive data (165 variables) from publicly available secondary sources (e.g., news reports, journal articles, court transcripts, and case studies) were collected for 78 identified, currently incarcerated perpetrators and their events. In addition, demographics, state-level variables, characteristics of events, victims, prosecution, weapons, family, school, peers, and the like were also collected. This chapter, and chapters 2 through 7, was developed from the analysis of this data.

LOCATION OF EVENTS

The following is an overview of the time and location of school violence events which occurred between 1979 and 2011 in K–12 schools in the United States. These findings are derived from an in-depth examination of 78 incidents of various types of school violence.

Location of Events (State of Occurrence)

In order to clearly represent the location of a large number of events, the findings are presented by regions of the United States as designated by the U.S. Census Bureau. The following offers information on the states included in the nine (9) regions:

| New England (4) | Middle Atlantic (7) | East North Central (12) | West North Central (6) | South Atlantic (16) |
|---|--|--|---|---|
| Connecticut (0) Maine (1) Massachusetts (2) New Hampshire (0) Rhode Island (0) Vermont (1) | New Jersey (0) New York (2) Pennsylvania (5) | Indiana (3) Illinois (5) Michigan (1) Ohio (1) Wisconsin (2) | Iowa (1) Nebraska (0) Kansas (0) North Dakota (0) Minnesota (1) South Dakota (0) Missouri (4) | Delaware (0) District of Columbia (0) Florida (9) Georgia (2) Maryland (3) North Carolina (1) South Carolina (0) Virginia (1) West Virginia (0) |
| East South Central (11) | West South Central (4) | Mountain (4) | Pacific (14) | |
| Alabama (1) Kentucky (3) Mississippi (1) Tennessee (6) | Arkansas (1) Louisiana (2) Oklahoma (0) Texas (1) | Arizona (1) Colorado (1) Idaho (0) New Mexico (0) Montana (1) Utah (0) Nevada (1) Wyoming (0) | Alaska (1) California (10) Hawaii (0) Oregon (1) Washington (2) | (*) number of incidents used in study |

Table 1.1. Incidents by U.S. Census Bureau Regions

Overall, the South Atlantic states (i.e., Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, and West Virginia) experienced the greatest percentage (21%) of school violence incidents. This may be misleading in that it is also the region of the country which encompasses the largest number of states as well. In contrast though, the region with the smallest percentage (4%) of events was the Mountain Region (i.e., Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming), which also consists of many states.

The greatest percentage (28%) of *Associated* and/or mentally ill school violence perpetrators was found in the Middle Atlantic region. In contrast, the region with the highest percentage (80%) of *Non-Associated* and/or mentally ill school violence perpetrators was found in the Pacific region (i.e., Alaska, California, Hawaii, Oregon, and Washington). The lowest (0%) for *Associated* and/or mentally ill school violence perpetrators were the East South Central, West South Central (i.e., Arkansas, Louisiana, Oklahoma, Texas), and Mountain regions.

Location of Events (Type of Developed Area)

The following is another brief overview of the location of the school violence events. This is how the events relate to type of developed environment. Interesting trends reveal themselves when comparing the type of offender to the type of environment.

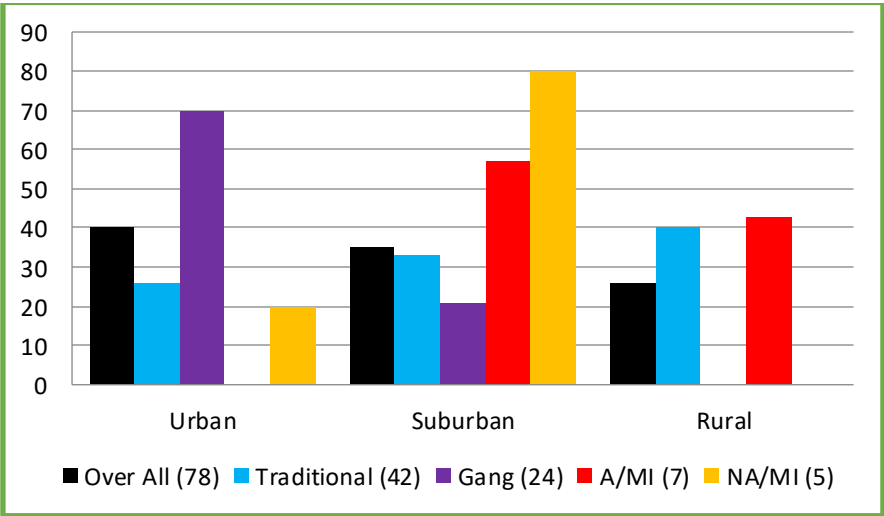


Chart 1.1. Type of Developed Environment

When examining school violence incidents *overall* it appears that approximately 40% of incidents occur in urban areas. This percentage is driven up by the large percent (70%) of *Gang-Related* school violence incidents occurring in larger urban centers.

The majority of *Associated* and/or mentally ill school violence perpetrators (57%) and *Non-Associated* and/or mentally ill

school violence perpetrators (80%) related events occurred in suburban areas. In contrast, it seems that *Associated* and/or mentally ill school violence perpetrators were also likely (43%) to strike in rural areas, but not urban areas. While *Non-Associated* and/or mentally ill school violence perpetrators were also likely (20%) to strike in urban areas, but not in rural areas.

DATE OF EVENTS

A number of interesting trends emerge when examining the date of school violence events. This is extremely true when comparing the four types of school violence perpetrators. Below the dates of the school violence events used in this study are explored and compared by year, month, and day of week.

Date of Incident (Year)

The year of incident of events is examined in the chart 1.2. The trends reveal the ebb and flow levels of juvenile-related crime during these same decades.

Overall, the mid-1990s (21%) and mid-2000s (20%) had the greatest number of school violence incidents. This finding coincides with the amount of juvenile violence being experienced in the United States as a whole. The early and mid-1990s saw some of the highest rates of juvenile violence ever experienced. This was especially true when it came to *Gang-Related* violence. The mid-to-late 2000s saw a staggering number of school shootings across the country.

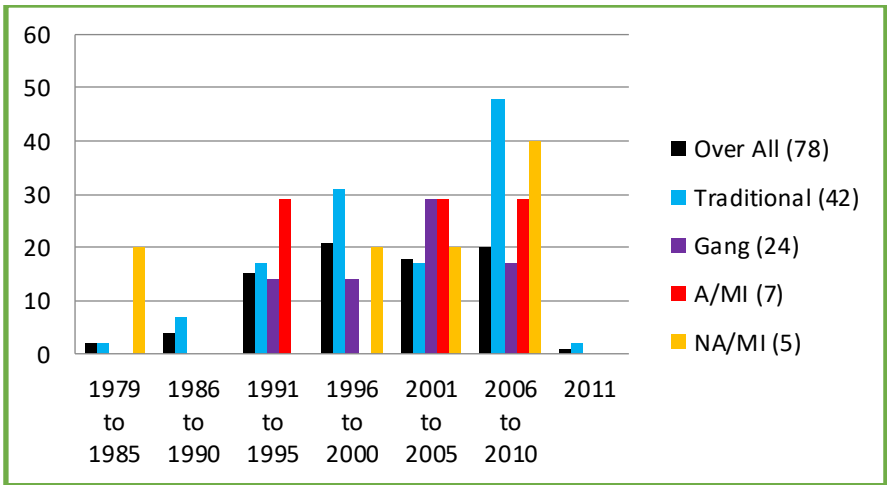


Chart 1.2. Year of Incident

Almost half (40%) of the *Associated* and/or mentally ill school violence perpetrators committed their act between 2006 and 2010. The *Non-Associated* and/or mentally ill school violence perpetrators follow this trend with 60% of these events occurring between 2001 and 2010.

Date of Incident (Month)

The differences between the four types of school violence perpetrators become very apparent when examining the month of their violent act. The events are broken down by each month of occurrence with special focus on the traditional school terms.

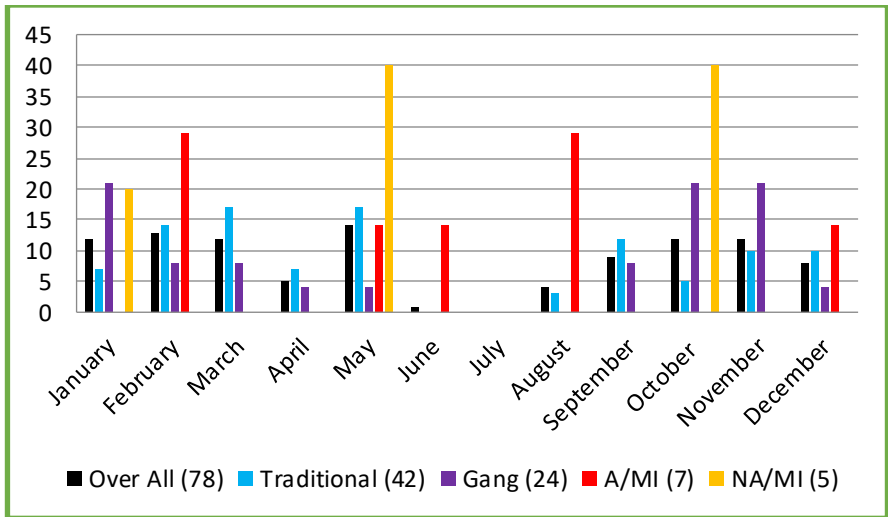


Chart 1.3. Month of Incident

Overall in this study, school violence events occurred evenly across the traditional spring term (i.e., January through May) and the fall terms (i.e., August through December). Almost all events greatly decreased during the summer months (i.e., June and July) when most schools are closed or have no students in attendance. Trends are not revealed until a comparison is made of the difference types of offenders.

Strong differences are not found until examining the acts of the *Associated* and *Non-Associated* offenders. Early in the school terms (February and August) find the *Associated* and/or mentally ill school violence perpetrator related incidents occurring the most at 29%. Later in the school terms (May and October) see the *Non-Associated* and/or mentally ill school violence perpetrators committing their acts more at 40%. As will be discussed further in this book, there are many factors that come into play when attempting to understand why certain types of offenders commit their acts of school violence at different times.

Date of Incident (Day of Week)

As with month of occurrence, day of occurrence offers interesting trends for further discussion. There has been a great deal of research dealing with the various types of crime and the day of week and

time of day of their occurrence. This school violence research can add to that knowledge as well.

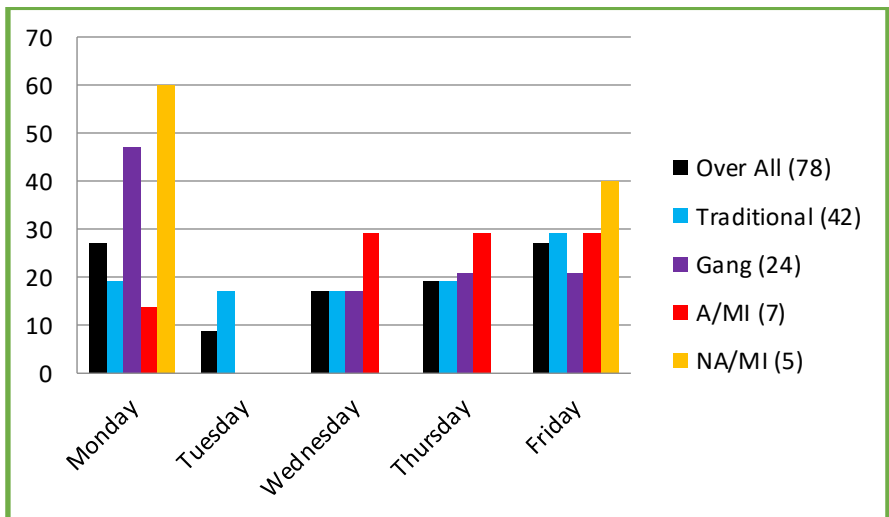


Chart 1.4. Day of Week

In examining the *overall* number of school violence incidents, several interesting trends emerge. Generally any day of the week an incident can occur, but it appears that Mondays (27%) and Fridays (27%) are days which experience the greatest number of events in all categories of perpetrators.

Associated and/or mentally ill school violence perpetrators, like their *Traditional* counterparts, seem to commit their acts equally throughout the week, but seem to increase later in the week. A very interesting trend is discovered when examining the actions of *Non-Associated* and/or mentally ill school violence perpetrators. These types of perpetrators attacked schools or school children mostly on Mondays (60%) and almost equally on Fridays (40%). Again, in further investigation of the causes of these acts, a trend becomes similar to that of the *Gang-Related* events. An event occurs over a weekend which pushes an individual into this action, or the fear of what is going to happen on a weekend may cause the act on a Friday.

TIME OF EVENTS

The examination of the time of school violence events as they pertain to the various types of offenders can contribute greatly to decisions about proper security measures for K–12 schools. While concern over school safety is a constant before, during, and after school, knowing what potential threats are as they pertain to time of day can contribute greatly to security plans for schools.

Time of Incident (Before Lunch Time)

The following section compares and contrasts school violence incidents by type of offender and time of school day. The time periods utilized are before school to lunch time, lunch time to end of school day, and after school.

Overall, the morning and afternoon hours experience more school violence than the other hours of the school day (see Event before Noon/Lunch Time (chart 1.5). For some types of offenders this is especially true.

As with other characteristics of school violence events, *Associated* and *Non-Associated* offenders reveal some of the most interesting trends. *Associated* and/or mentally ill school violence perpetrators appear to be a threat throughout the school day, but 42% occur before 12:00 p.m. The *Non-Associated* and/or mentally ill school violence perpetrators have the most significant trend in that 80% of their attacks upon K–12 schools occur before lunch time, with 20% of their attacks occurring at the start of a school day.

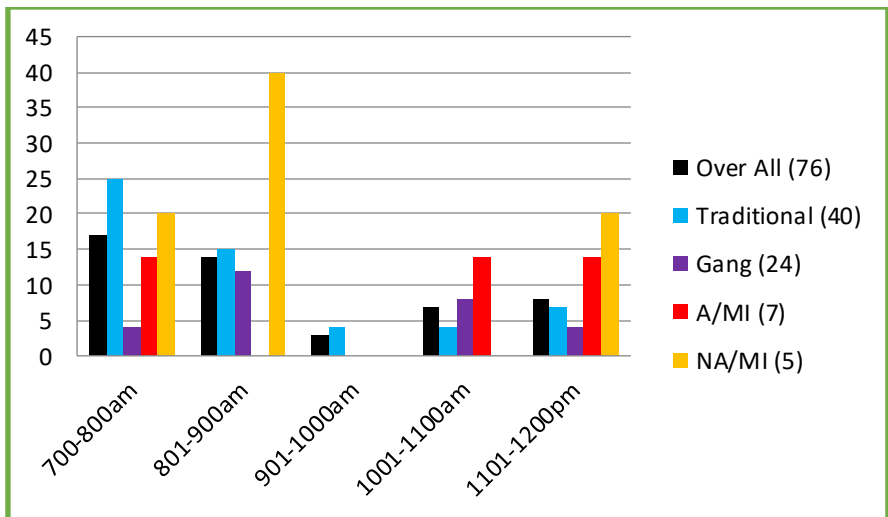


Chart 1.5. Event Before Noon/Lunch Time

Time of Incident (Lunch Time until End of School Day)

The time period of lunch and immediately following lunch has traditionally been a time period which warranted increase attention to school safety. The events examined in this study offer more reasons for this increased attention.

While *overall* the most school violence occurs in the morning hours, a significant amount (19%) of violence occurs during and immediately following the traditional lunch hour (see Event during Lunch to End of School Day (chart 1.6).

As with many of the trends examined in this study, the *Associated* and *Non-Associated* offenders reveal some of the most interesting findings. None of the *Associated* and/or mentally ill school violence perpetrators committed their acts from lunch time until the end of the school day in this study. On the other hand, 57% of the *Non-Associated* and/or mentally ill school violence perpetrators did, with 43% occurring immediately following the traditional lunch period of 12:00 to 1:00 p.m.

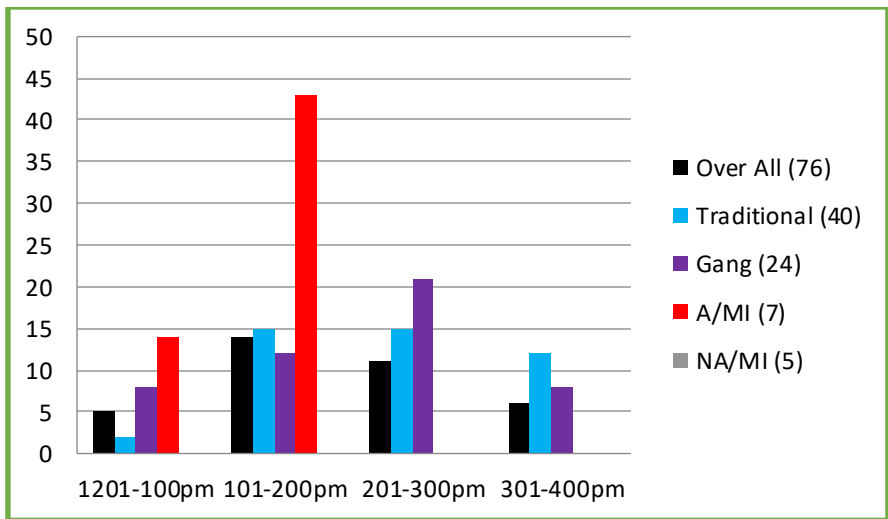


Chart 1.6. Event During lunch to End of School Day

Time of Incident (After School)

Often the hours after the school day are ignored as possible times for a school violence event on a K–12 school campus (Event after School Day (chart 1.7). This is definitely true for many campuses after the final school bus leaves or the last child is picked up in front of a school.

Overall the incidents of school violence decrease drastically after the school day, but a significant amount still occur, 10%. Of this violence, 5% occurs after 7:00 p.m. at many school-related functions (e.g., dances, pep rallies, and sports events).

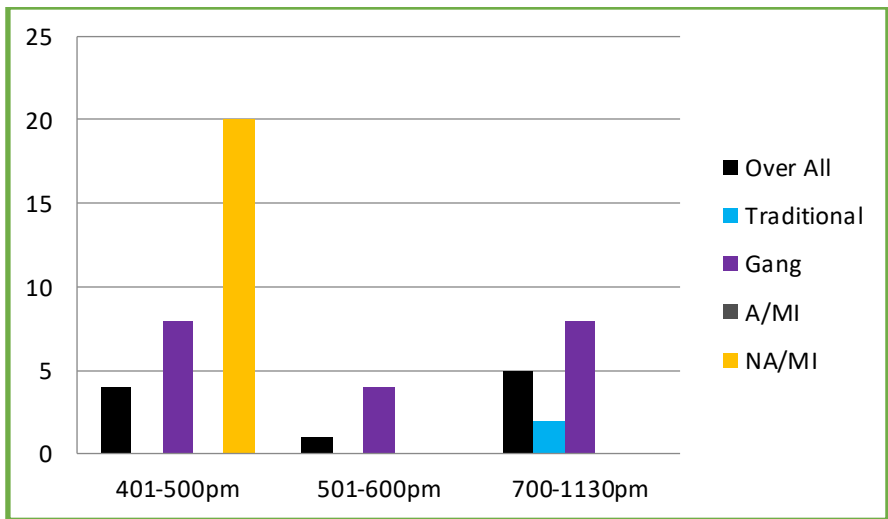


Chart 1.7. Event After School Day

A detailed examination of these events reveals that the vast majority of these events occur as revenge attacks or robberies as students are leaving the school grounds or returning at night for some type of event. In that certain individuals are targets at a particular school or the students in total are targets for *Associated* and/or mentally ill and *Non-Associated* and/or mentally ill school violence perpetrators, none of the events in this study involved these types of offenders attacking after 4:00 p.m.

SUMMARY

While school safety should be a concern for K–12 schools all day and every day, various times of the day do present certain challenges. Challenges to school safety as it pertains to what type of violence event could occur at various points during the school day. Overall, an act of school violence can happen anytime of the school day including the hours before and after the classes begin and end. In efforts to keep children safe, various strategies or increased levels of security can be implemented at certain times to safe-guard against certain types of attacks.

The first months and last months of a school term are times where school violence incidents increase. This could be due to the increased stress of a term beginning or the work to finish one up.

It could also be that in the minds of some offenders, old scores need to be settled as soon as school begins or before it ends for a summer vacation. Any day of the week could bring about a violent event, but Mondays and Fridays should be of special concern when the impacts of a weekend may be on the minds of some individuals.

The hours before and after school are obviously times where increased security is needed. All types of offenders are likely to strike before school or in the morning hours prior to lunch. Many children have to get to school an hour or more before classes start due to transportation issues (e.g., bus schedules, private rides to school) and find themselves alone for a significant amount of time. This is true after school when some children have to wait more than an hour for a ride to pick them up. Such time periods and situations make them vulnerable to many threats from other students, robberies, or external attacks by noncurrent students. It is obvious that lunch periods and immediately following them are also a time period of concern. Often there is a great deal of student movement when security is lax and offenders find opportunities to commit their acts of violence.



**THE ASSOCIATED AND NON-
ASSOCIATED AND/OR MENTALLY
ILL SCHOOL VIOLENCE
PERPETRATOR SCHOOL
ENVIRONMENT**

IN THEIR OWN WORDS

**In Response to the Sandy Hook Elementary School
Shooting on December 14, 2012**

Extremely horrific thing that took place at that school in Connecticut last month, and those 20 little children losing their lives in that shooting. But the shooter, Adam Lanza, committed suicide? If Adam was a Christian like me, he wouldn't have done so atrocious of an entity as to do that shooting at that school in Connecticut. This is the result of (at least in my opinion and even though it was a long time ago) of, in the 1960s, taking BIBLES out of our public schools in this country. It's crucial for the people of this country not to take BIBLES out of our public schools.

—WM/21/1993 (former student who shot and killed assistant principle
with a .44 caliber pistol)

Personal Comments to Author about School Violence

Now, school-violence, that's a problem of teachers. That's a problem of teacher's that only them as a whole could change. People may not know it, but, teachers is the imperfection that need to be corrected. Psychology skills and counseling skills is what this is all about. Teachers need to be implemented with the skills to get a student to divulge whatever it is that he, or she won't divulge to their parents, or other outside family member or friends. Crack is taking over our teachers, and people don't even much see it. These teachers may look up to standard from a outsider view of viewing them, but, with their good hearts; their minds and vision is impaired.

—BM/18/2003 (one of two men who entered school property via gaps in the fence armed with an AK-47 and a semi-automatic pistol, then entered the school gym and shot a 15-year-old gang rival to death)

Not sure if it consist of bullying. But due to my life style I grew upon I fell victim to getting jumped and shot at. I was defending myself. I was hoping people seen the other people pull out [their] [gun]. That why they would understand why I did /reacted in that manner. I victim was not the blame (XXXXX). But the victim who was caught with the gun who started all this I blame.

—BM/16/2009 (opened fire on a crowd of students after a high school football game)

INTRODUCTION

As with all chapters in part one of this book, descriptive data (165 variables) from publicly available secondary sources (e.g., news reports, journal articles, court transcripts, and case studies) were collected for 78 identified currently incarcerated perpetrators and their events. In addition, demographics, state-level variables,

characteristics of events, victims, prosecution, weapons, family, school, peers, and such, were also collected. This chapter was developed from the analysis of this data, as were all chapters in this part, and focuses on the school environment in which school violence acts occurred.

LEVEL AND TYPE OF SCHOOL

The first part of the examination of the environment of schools experiencing acts of school violence is the level of school. As stated earlier, acts of school violence can occur anywhere at any time, but there are trends that become obvious when examining the actions of the four different types of school violence perpetrators explored in this book.

Level of School

The following is an examination of the types of school violence incidents and the level of school in which they occur. While it is assumed, and confirmed by this study, that most of this type of violence occurs on high school campuses, certain types of violence seem to happen more often at certain types of schools.

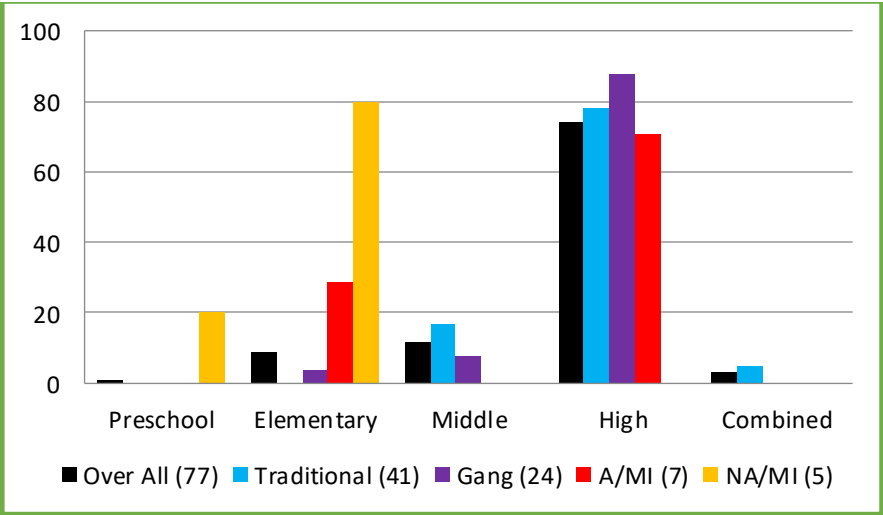


Chart 2.1. Level of School

Overall the vast majority (74%) of school violence incidents occurred at the high school level, but significant levels occurred at other levels as well. For *Associated* and/or mentally ill school violence perpetrators, 71% attack someone they are connected to at the high school level, but 29% returned to their former elementary school to do so as well.

An extremely frightening trend is discovered when examining the violent attacks of *Non-Associated* and/or mentally ill school violence perpetrators. A full 100% of these events in this study occurred at preschools or elementary schools.

Public versus Private School

Another factor in the examination of school environments is public versus private schools. The following separates the four types of school violence events by public or private school (see chart 2.2). As with all types of school violence events, the majority (92%) of them occurred in public schools in this study. Almost all types of offenders followed this trend heavily, with *Traditional* school violence perpetrators occurring at 93% and *Gang-Related* school violence perpetrators at 96%.

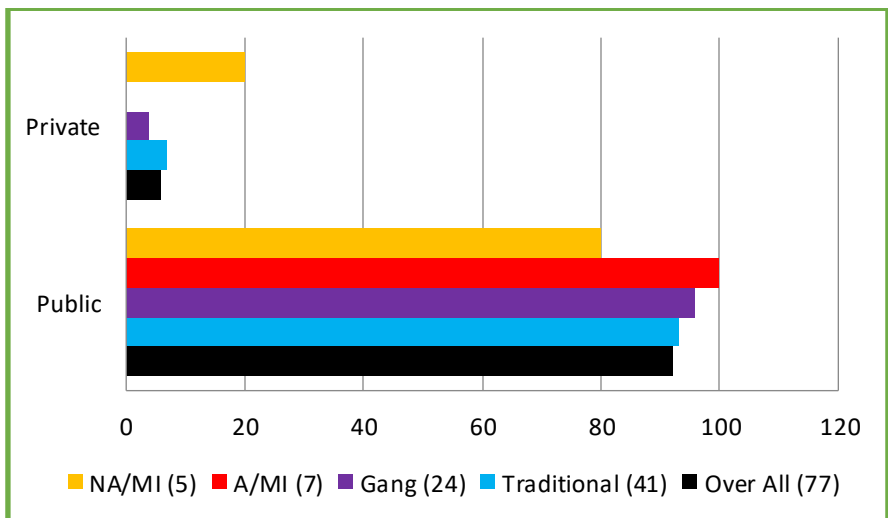


Chart 2.2. Public Vs Private School

Associated and/or mentally ill and *Non-Associated* and/or mentally ill school violence perpetrators follow this with *Associated* being at 100%, but 20% of the *Non-Associated* offenders do attack private schools.

SECURITY MEASURES PRESENT

The topic of security measures at schools was not a primary focus of this book, but two types of security measures were considered. The following examines the percentage of schools where a school resource officer (SRO) was present.

Was Security Resource Officer (SRO) Present at Incident?

Whether police officers should be in schools remains, at best, a very controversial issue in discussions about school safety. The following is an overview of whether they were present at the schools studied at the time of the school violence incident. Given this type of research and subject, determining whether an armed officer was present during an event was very difficult.

Overall, 68% were found not to have these in place. The *Associated* and/or mentally ill school violence perpetrators were found to follow this as well at 71%, but the *Non-Associated* and/or mentally ill school violence perpetrators were found to attack schools without such protection at 100% (see chart 2.3).

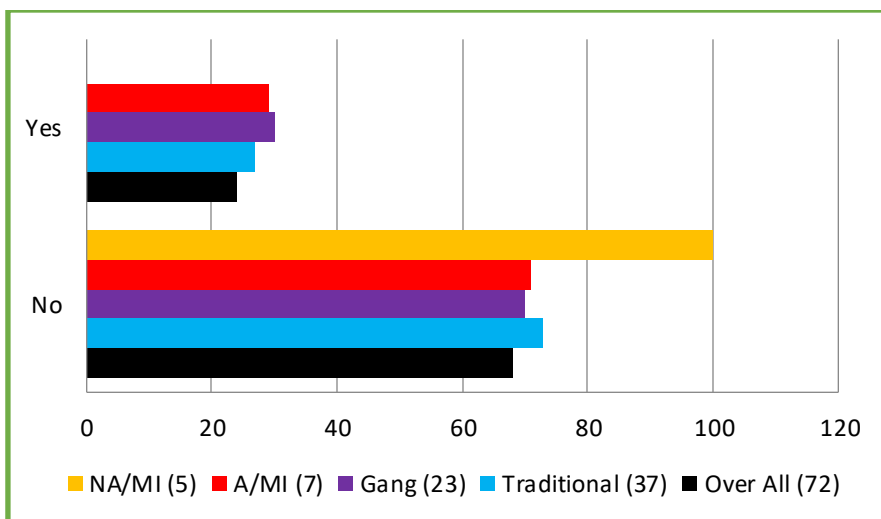


Chart 2.3. Was SRO Present at Incident

Were Metal Detectors Present at Time of Incident?

As with determining the presence of school resource officers, accurately determining if metal detectors were present in a school at the time of a school violence incident is extremely difficult. The following is an attempt to examine the status of metal detectors at schools based on the four types of school violence perpetrators studied in this research.

Whether metal detectors should be in schools or not has been a controversial issue over the last two decades. Many argue that metal detectors should be standard protocol at the entrances to all schools, much like federal buildings and court houses. Others believe that this practice often gives students, parents, and teachers the feeling that there must be something to fear or, at best, gives a false sense of security. In this study it was found, *overall*, that the vast majority (86%) of schools experiencing these various types of violence did not have metal detectors present. Although, given the time range of 1979 to 2011, metal detectors were not in use much until the late 1990s and 2000s.

The finding that 89% (see chart 2.4) of the *Traditional* school violence perpetrators in this study committed their violence in schools without metal detectors could speak to the need for more use of these mechanisms. Also, for *Gang-Related*, *Associated* and/or

mentally ill, and *Non-Associated* and/or mentally ill school violence perpetrators, 100% of their violence occurred at schools without metal detectors.

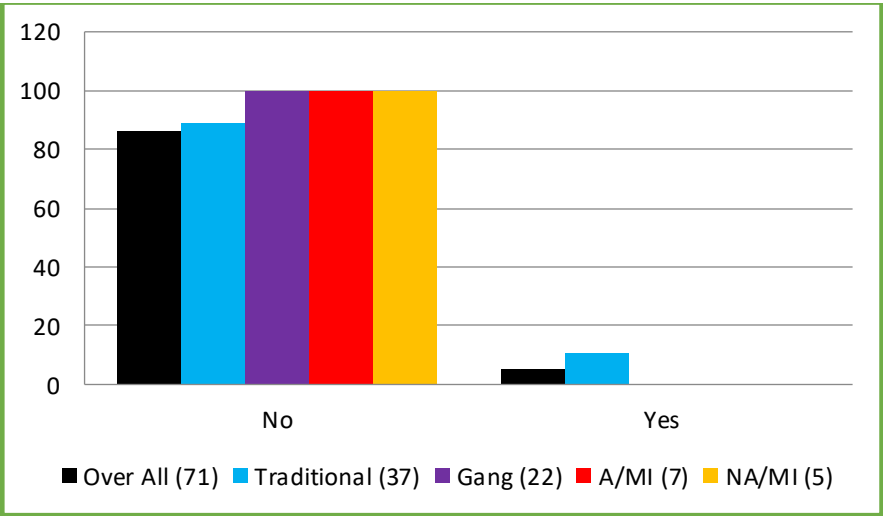


Chart 2.4. Were Metal Detectors Present At Time of Incident?

STUDENT AND TEACHER POPULATIONS

Researching the student populations and student to teacher ratios was added to this research to add another dimension to the investigation into the type of school environment that might experience the most violence from the four types of school violence perpetrators in this study.

Student Population

Interesting trends are revealed by examining the student populations of schools that experience the various types of school violence. The following is a review of the size of the student populations as they relate to the various types of school violence experienced.

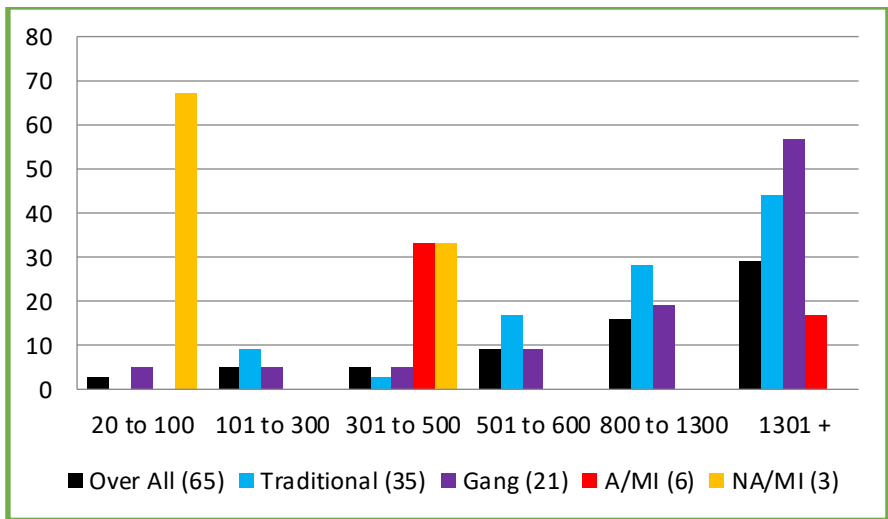


Chart 2.5. Student Population

As would be expected, *overall*, the largest schools experience the most school violence (29%). The majority of the events studied in this research occurred at schools with student populations above 800 students (45%).

Associated and/or mentally ill school violence perpetrators sought out their victims more often at relatively smaller schools (301 to 500 students), at 33%. The *Non-Associated* and/or mentally ill school violence perpetrators have the most interesting trend of attacking much smaller schools (20 to 100), at 67%. Given the motivation for their attacks, it would make sense that they would target smaller schools, which are very often preschools and elementary schools.

Faculty Student Ratio

Another area where data was difficult to accurately locate was the faculty to student ratio. Given the timespan of events occurring between 1979 and 2011, data relative to this information for so many decades is difficult, but possible, to locate (see chart 2.6).

Given the amount of information available (information on 51 of the 78 schools at the time of the incident), *overall*, 37% occurred at traditional size student to teacher ratios at 12 to 20 students per teacher. Except for one type of offender (*Non-*

Associated), most examined incidents occurred for all four types of offenders in this classroom size.

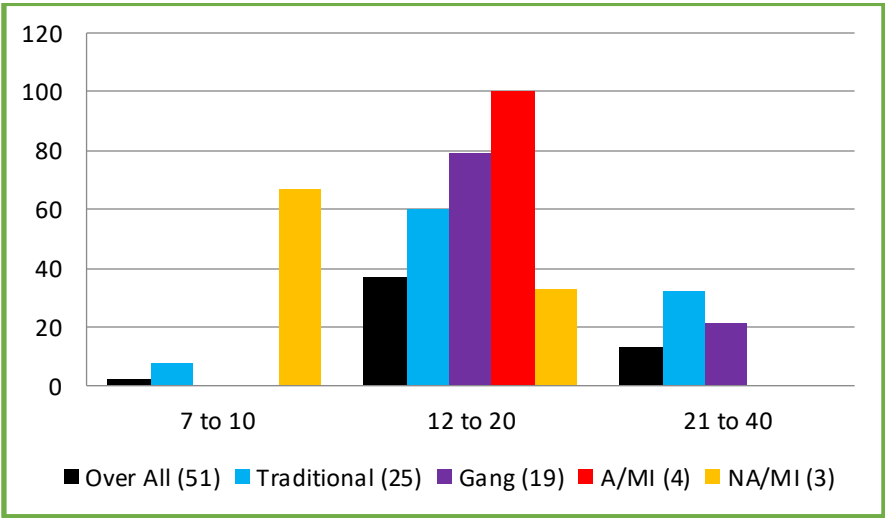


Chart 2.6. Faculty Student Ratio

The *Associated* and/or mentally ill school violence perpetrators findings were interesting in that 100% of those cases identified in this study occurred in schools where the student to teacher ratio was 12 to 20. Again, given their targets and purpose, it is not surprising that the *Non-Associated* and/or mentally ill school violence perpetrators attacks occurred at schools with only 7 to 10 students per teacher.

RACIAL DEMOGRAPHICS FOR SCHOOLS THAT EXPERIENCED SCHOOL VIOLENCE INCIDENTS

In addition to investigating student to teacher ratios, this research also examined the racial demographics for the schools experiencing various types of school violence.

Percentage of White Students

The following is a chart exploring the percentage of white students at schools which experienced the various types of school violence. As with all charts in this subject of investigation, a few interesting trends

are discovered.

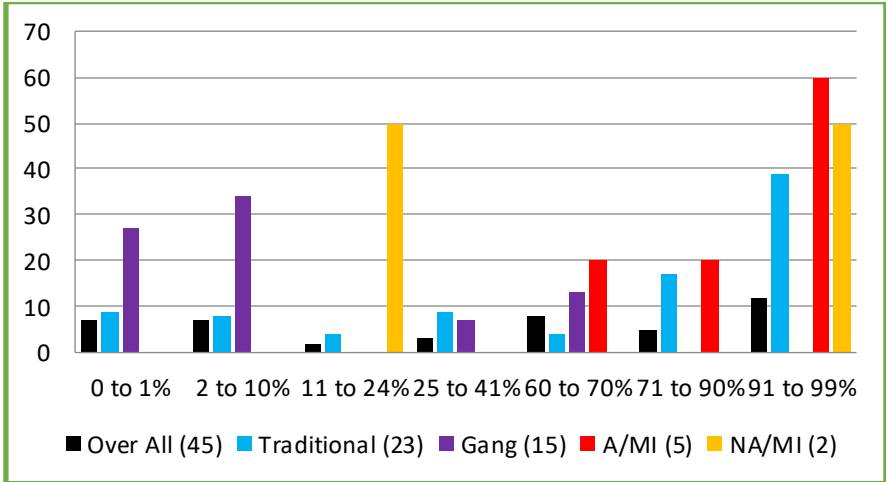


Chart 2.7. Percent of White Students

Overall, clear trends are immediately apparent in examining the racial demographics of the school and the type of school violence it may experience. While the amount of school violence, is almost evenly distributed (7% to 12%) across all racial demographics, certain types of offenders are more likely to commit their acts at certain schools.

Interesting trends are revealed in the areas of the other two types of school violence perpetrators as well. The *Associated* and/or mentally ill school violence perpetrators occurred solely in schools where 60 to 99% of the student population was white. The *Non-Associated* and/or mentally ill school violence perpetrators, given their purpose, struck evenly at schools where at least half of the student body was white. This was probably due to seeking out targets close to where they lived and not being concerned with the racial mixture of a chosen school target.

Percentage of Black Students

The following is a chart exploring the percent of black students at schools which experience the various types of school violence. As with all charts in this subject of investigation, a few interesting trends are discovered.

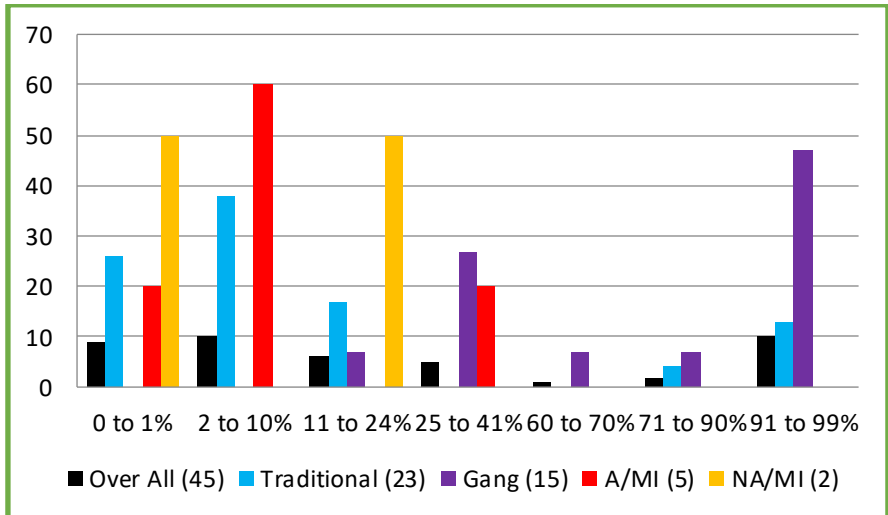


Chart 2.8. Percent of Black Students

Attempting to examine the racial mixture of schools at the time of a violent event is just as difficult as determining the correct student populations and student to teacher ratios. Given that this information could only be determined for 45 of the 78 incidents studied, findings should be considered carefully, but they do support earlier and later findings. *Overall*, in this part of the study, the amount of school violence was almost evenly distributed upon all levels of black student population (0 to 10%).

Associated and/or mentally ill school violence perpetrators occurred at schools where less than half (0 to 41%) of the student body was black. The *Non-Associated* and/or mentally ill school violence perpetrators were found to also target schools where only 0 to 24% of the student population was black.

Percentage of Hispanic Students

Chart 2.9 explores the percentage of Hispanic students at schools which experience the various types of school violence. As with all charts in this subject of investigation, a few interesting trends are discovered.

Overall, schools which had higher percentages of Hispanics had lower percentages of all types of school violence.

Continuing with the current trend, *Associated* and/or mentally ill school violence perpetrators stuck at schools with 10 percent or less Hispanic student population (100%). The same was found for *Non-Associated* and/or mentally ill school violence perpetrators at 100%.

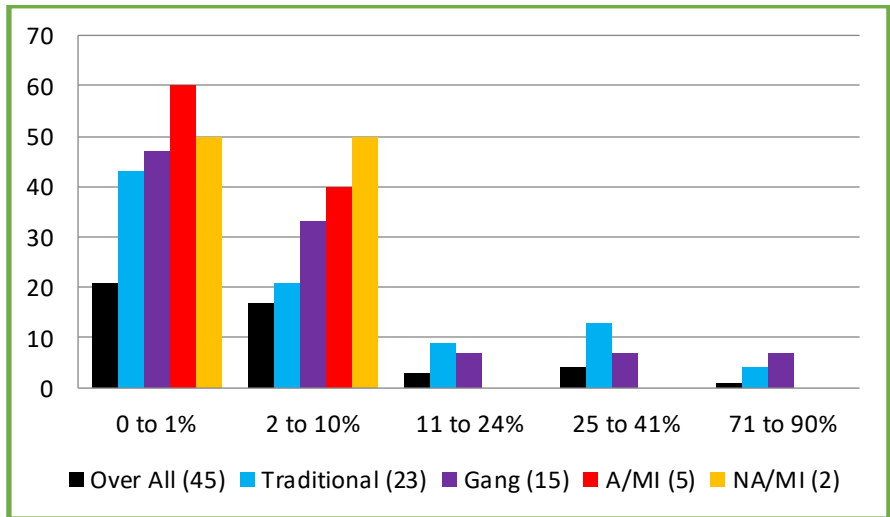


Chart 2.9. Percent of Hispanic Students

Percentage of Other Students

The following is a chart exploring the percent of other students (i.e., Oriental, Native American, etc.) at schools which experience the various types of school violence. As with all charts in this subject of investigation, a few interesting trends are discovered.

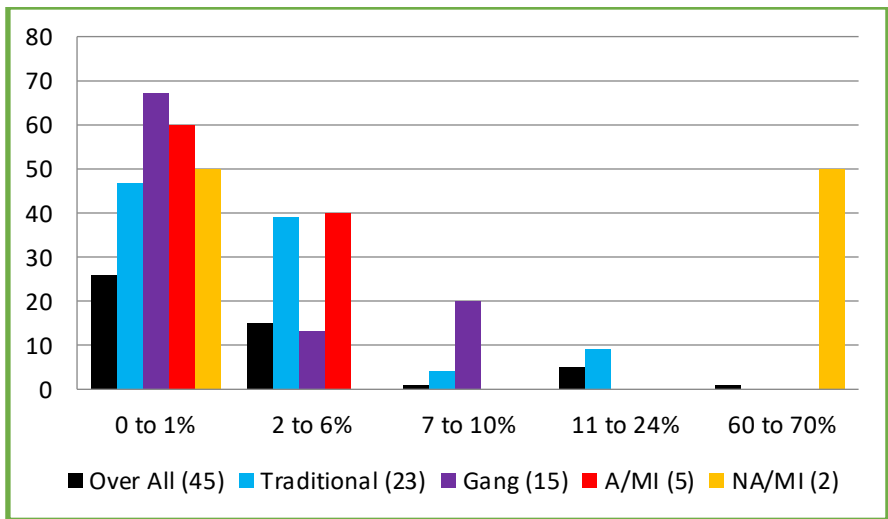


Chart 2.10. Percent of Other Students

A couple of interesting trends are discovered in examining the percentage of other racial types at school experience school violence events. *Overall*, only 7% of incidents occur at schools having a significant percent (7% or more) of other types of racial student body populations.

The *Associated* and/or mentally ill school violence perpetrators in this study only occurred at schools (100%) where less than 60% of the student population was other. An interesting trend was found in examining the final type of school violence perpetrator. The *Non-Associated* and/or mentally ill school violence perpetrators attacked schools where either less than 1% or more than 60% of the student population was other.

SUMMARY

Not surprisingly, most school violence happens at the high school level, but more and more is being experienced in the lower levels of school as well. Preschools and elementary schools seem to be the primary target for the *Non-Associated* types of school violence perpetrators since they target locations to do the most damage against children. Also, mostly public schools experience this type of violence, but, again, small private schools are targets of *Non-Associated* perpetrators.

While this research determined that the vast majority of school violence events occurred at schools without either school resource officers or metal detectors, which should be taken in the proper context. Given the years of this study, many schools did not even entertain the idea of armed officers in their schools or the use of metal detectors. Also, accurately determining if these were present was very difficult in most of the school violence events.

As would be expected, larger schools experience more school violence. This is true in all cases studied except the *Non-Associated* school violence perpetrators. These offenders targeted smaller schools and lower level schools such as preschools and elementary schools. Interestingly, the generally suggested classroom size of 12 to 20 maximum students per teacher is where the most school violence is found as well. Also, the *Non-Associated* type of school violence perpetrators target smaller schools with smaller class sizes.

Not surprisingly, schools with the highest rates of white students experienced the most *Traditional* type of offender while the schools with the lowest experienced more *Gang-Related* school violence. This is confirmed in all examinations of racial mixture and the types of school violence experienced. It is evident that schools with larger percentages of minority populations will experience more *Gang-Related* violence. It is also apparent that schools with lower percentages of minority population will experience more violence from *Traditional* school violence perpetrator types. Schools with very small or very large other (i.e., Oriental, Native American, etc.) student populations seemed to be most vulnerable to attacks by *Non-Associated* school violence perpetrators. Again, this may be simply because of the targeting of schools which were close and convenient for the offender.

THE ASSOCIATED AND NON- ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATOR SCHOOL VIOLENCE EVENT

IN THEIR OWN WORDS

**In Response to the Sandy Hook Elementary School Shooting
on December 14, 2012**

I did hear about what happened in Connecticut the day it happened; I just could not believe it. I want to help even more now to provide some insight and help to prevent these things from happening. I think that, and these are just opinions, but he might have been planning this before. He may have chosen an elementary school because the majority of the people were little children and they could do very little to stop him. Easier targets. If Adam Lanza had any anger toward anyone there, then that might be a reason why he went. If he was taking medication, that might have been a factor too. It has been proven and researched that when you have someone taking psychiatric medication, homicidal and suicidal thoughts can occur or increase. He knew how to use guns, they were available to him, and when you mix that with depression, frustration, or delusional thinking the results can be disastrous.

—HM/18/2006 (crashed through security shack at the entrance to the student parking lots, stepped out of van, set off 3 smoke bombs and then

proceeded with gunfire toward the school, after killing father at family home)

Personal Comments to Author about School Violence

I thank back and have come to realize that all that has happen is to be blamed on me. I was trying very hard to [prove] to myself that I was someone that I knew deep down inside that wasn't.

—BM/15/1993 (shot another student in the back during a gang fight on school grounds)

I often kept my mind on all the guys any of my girlfriends had sexual relationships with before they were with me and how much it made me 100% hate each guy for no other reason other than that. Feeling too deep in you've said you was doing it, now you have to do it. Hying myself up, listening to violent music to drown out any thoughts of talking myself out of do it. Feeling stupid. Wishing I didn't have my stupid pride.

—WM/16/2006 (stabbed fellow classmate in the neck with the intent to kill him, permanently scarred and physically disabled the student)

INTRODUCTION

This chapter examines the school violence event itself: why the particular school or school function was chosen by the perpetrator, whether they informed others of their intentions, and if they stated a reason for the violent behavior. It will also examine the detailed characteristics of the violent event in location on school grounds and duration.

Descriptive data (165 variables) from publicly available secondary sources (e.g., news reports, journal articles, court transcripts, and case studies) were collected for 78 identified currently incarcerated perpetrators and their events. In addition,

demographics, state-level variables, characteristics of events, victims, prosecution, weapons, family, school, peers, and such were also collected. This chapter was developed, as were all chapters in part one of this study, from the analysis of this data.

SELECTION OF SCHOOL

After an incident of school violence occurs, many wish to understand why their particular school was chosen for such an event. The following sections explore this topic in detail as to why the various types of school violence perpetrators selected a school and what reasons they gave for their violence.

Why Was School Chosen?

Many seek answers as to why a violent event occurred at their particular school. Chart 3.1 examines the reasons given by perpetrators as to why they chose the location that they did for their act.

Not surprisingly, *overall* (74%) the main reason for the selection of a certain location is that it was where the offender knew their targets would be located at a certain time. This was true for all groups except the *Non-Associated* and/or mentally ill school violence perpetrators. These types of offenders sought the school as either a symbol (60%) or simply incidental (40%) in the scheme of what they were trying to accomplish. The *Traditional* school violence perpetrators (83%), *Gang-Related* school violence perpetrators (79%), and even *Associated* and/or mentally ill school violence perpetrators (57%) to a slightly lesser extent sought identified targets at the school. In closer examinations of the incidents involving targets, it is revealed that targets may be an individual student, teacher, student group, or just fellow students in general.

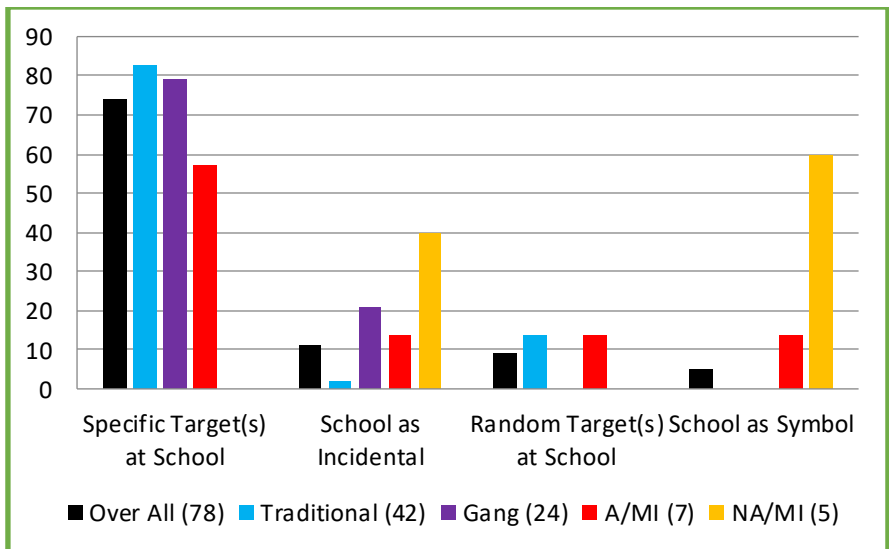


Chart 3.1. Why Was School Chosen?

Stated Reason for Incident

Interestingly, the vast majority of school violence perpetrators are going to ultimately inform authorities and others of why they committed their act and why the school location in which to do it was chosen.

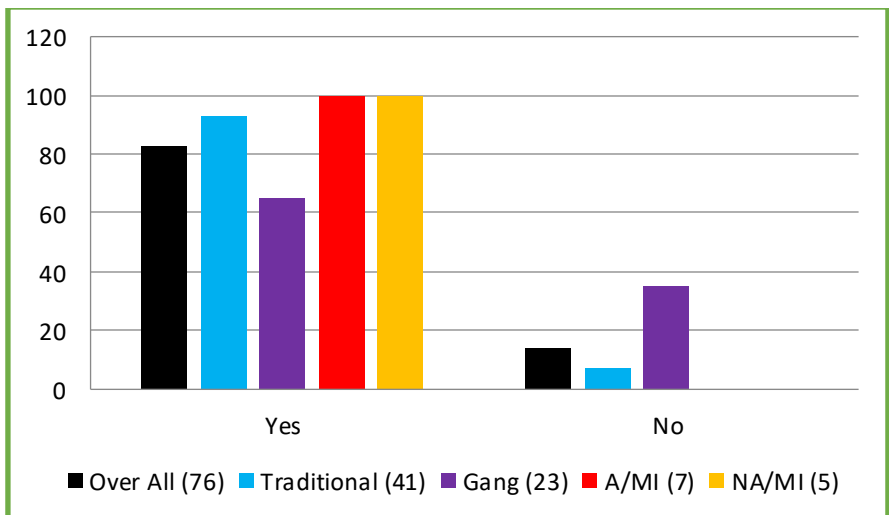


Chart 3.2. Stated Reason for Incident

It is fortunate in a way that most perpetrators ultimately give a reason for their violent act. This offers an opportunity to determine how a particular act could possibly have been avoided. *Overall* 83% of the offenders in this research gave a reason for their actions. Of all *Traditional* school violence perpetrators, 93% stated reasons for their actions, while 100% of *Associated* and/or mentally ill school violence perpetrators and *Non-Associated* and/or mentally ill school violence perpetrators stated reasons.

Length of Planning Period

An interesting, yet frightening, trend is revealed when examining the length of planning that many school violence perpetrators put into their acts of violence. The following explores the length of planning periods for the four types of school perpetrators involved in this study.

Overall, almost half (46%) of all school violence perpetrators plan their ultimate attacks for 24 hours or less (see chart 3.3). They may be thinking of getting revenge for years, but the time put into the actual plan is very short. The *Associated* and/or mentally ill school violence perpetrators plan for 1 week in 60% of their events and another 20% up to a year in advance. The *Non-Associated* and/or mentally ill school violence perpetrators are found to have been planning for more than a year in 25% of their events.

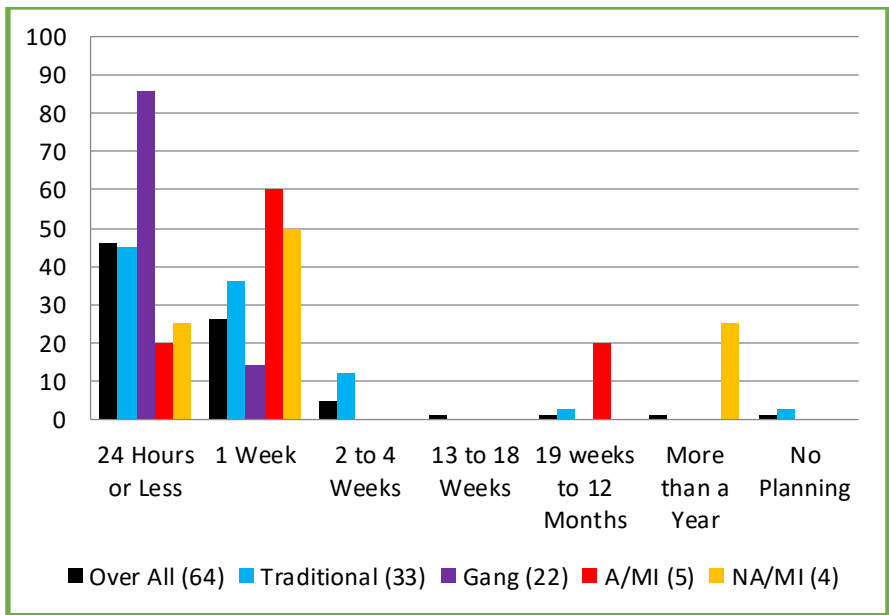


Chart 3.3. Length of Planning Period

Was Event Gang Related?

Given the amount of concern over the impact of *Gang-Related* crime on school violence rates, it is examined in various parts of this book. Below is the direct examination of whether each of the 78 school violence events researched were determined to be gang related or not.

Overall, and maybe surprisingly, 70% of the school violence incidents involved in this study were not gang related (see chart 3.4). The *Associated* and/or mentally ill and *Non-Associated* and/or mentally ill school violence perpetrators were not gang related at all.

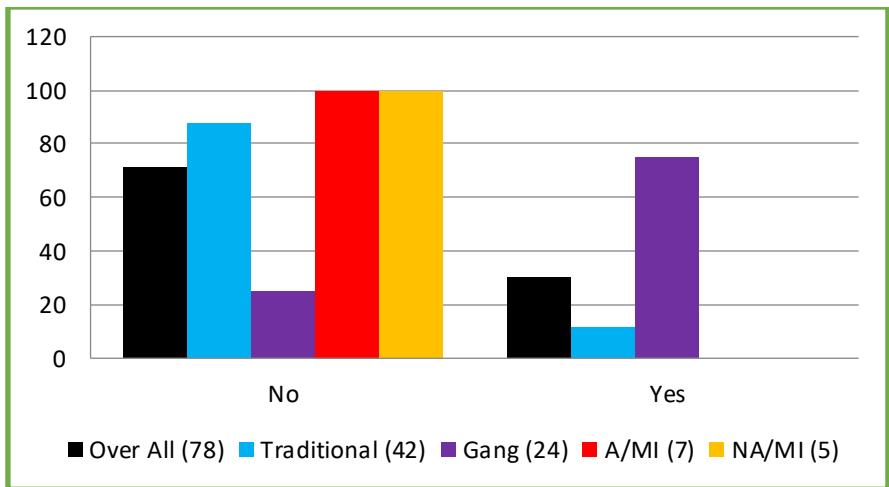


Chart 3.4. Was Event *Gang-Related*?

CO-CONSPIRATORS AND LEAKAGE

Given some of the larger school violence incidents, the general public seems to be expecting more co-conspirators involved in events. Most are also surprised at the same time how many events are never even suspected until they occur. The following is an overview of whether school violence perpetrators informed others of their intentions prior to acting and if they had actual co-conspirators.

Informed Other of Intentions

Chart 3.5 examines if the various types of school violence perpetrators informed others of their intent to commit an act of violence at a K–12 school.

Interestingly, *overall*, approximately half (45%) of the offenders informed another of their intentions while the same percentage (45%) did not make others aware of their plans (see chart 3.5). This was true for all of the types of offenders.

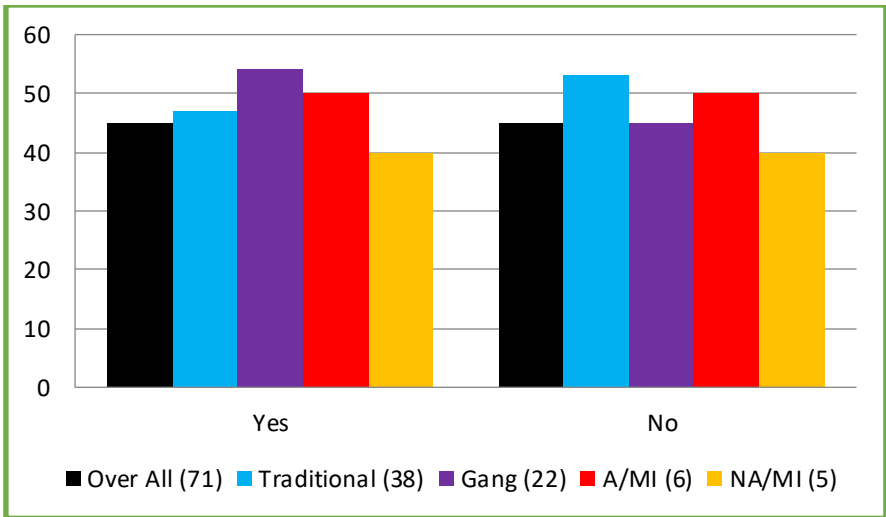


Chart 3.5. Informed Other of Intentions

Associated and/or mentally ill school violence perpetrators and *Non-Associated* and/or mentally ill school violence perpetrators followed this trend with 50% versus 50% and 40% versus 40% respectively.

Obviously the impact of this is that there is more of a chance to deter an act of violence if its potential or plan is known. The more individuals who know about the plans of a person the more likely someone is to reveal those plans to others. It is hoped that the others are law enforcement, parents, or school officials, but even if they are peers, there is greater likelihood that plans will be revealed. The opposite is true as well, the less people that know about plans the less likely the plans are to be detected. This is extremely the case when an individual does not reveal plans to anyone.

Did Shooter Have Co-Conspirators?

Whether the school violence perpetrators had co-conspirators or not is another interesting topic. The following is a breakdown of this topic by type of perpetrator.

Overall the vast majority of school violence perpetrators of all types did not have any co-conspirators (78%) (see chart 3.6). The percentage that did (22%) were most involved in the securing of weapons which were eventually used in a school violence event.

The *Associated* and/ or mentally ill and *Non-Associated* and/or mentally ill school violence perpetrators had no co-conspirators.

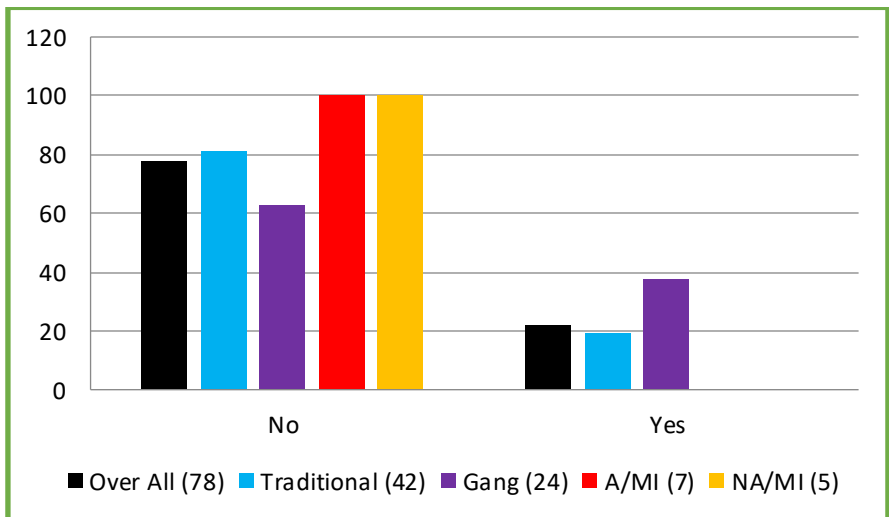


Chart 3.6. Did Shooter Have Co-Conspirators?

Number of Active Participants

Along these same lines, most perpetrators acted alone in their acts of school violence. Chart 3.7 examines this for the four types of school violence perpetrators studied.

Overall the majority of offenders acted alone (76%). Although, 24% of the cases did involve between 1 to 4 perpetrators (see chart 3.7). The *Associated* and/or mentally ill school violence perpetrators involved one offender 86% of the time, but 14% did actually involve more than one participant. The *Non-Associated* and/or mentally ill school violence perpetrators operated alone 100% of the time in this study.

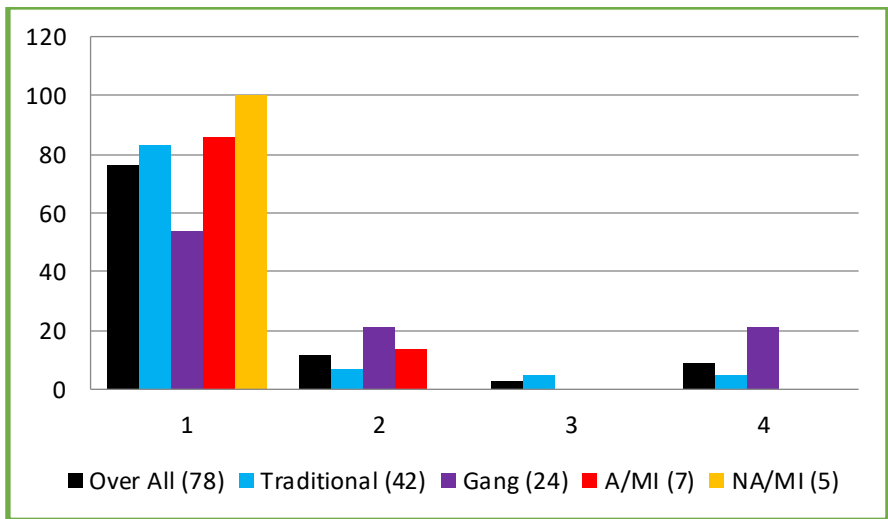


Chart 3.7. Number of Active Participants

TARGETS

As been repeatedly supported in this research, most types of school violence perpetrators have targets. Those that have targets appear to do the most damage and cause the greatest loss of life. The following is a more detailed examination as to whether the various types of perpetrators had actual lists of targets. In this area, while it may be clear that an offender had a “list of targets,” it is very difficult to determine if this was an actual written list.

Did Perpetrator Have a List of Targets?

Chart 3.8 is an overview of the various types of offenders as to whether they had a list of targets. This included those admitted having a mental list of targets and those who actually had a written list on their person at the time of the event.

Overall, a little over half (54%) had a list of targets at least in mind at the time of their violent act (see chart 3.8). *Associated* and/or mentally ill school violence perpetrators were the largest group to have specified targets at 73% and the *Non-Associated* and/or mentally ill school violence perpetrators had no particular targets on their list at all.

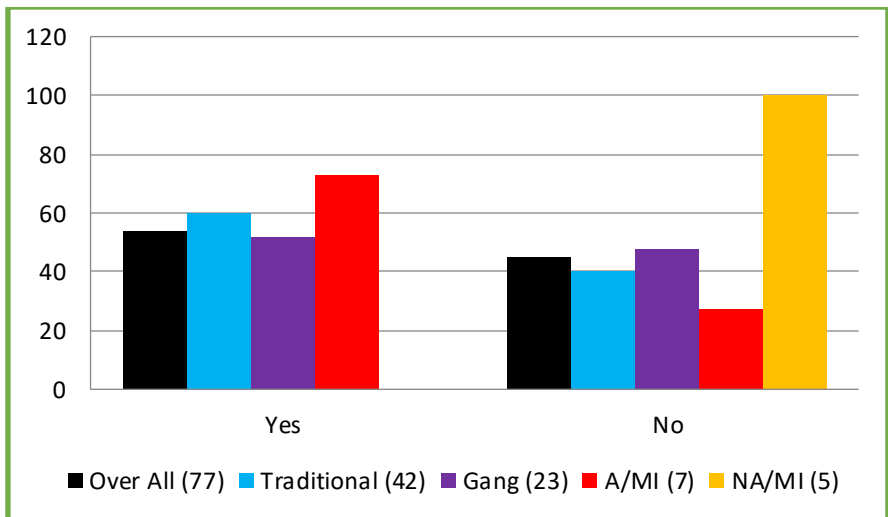


Chart 3.8. Did Perpetrator Have List of Targets?

Targets: Individual, Group, Multiple, or Random

A few interesting trends become apparent when examining the type of targets the various types of school violence perpetrators selected in their acts of violence. Chart 3.9 examines the type of targets based on the type of offender.

Overall, the majority of offenders of almost all types had one target in mind (63%), although a significant percentage (21%) simply had random targets in mind (see chart 3.9). The *Gang-Related* school violence perpetrators were the largest percentage having a single target at 75% and were followed with *Associated* and/or mentally ill school violence perpetrators having the same at 57%. The *Non-Associated* and/or mentally ill school violence perpetrators were, of course, at 100% of having only random targets.

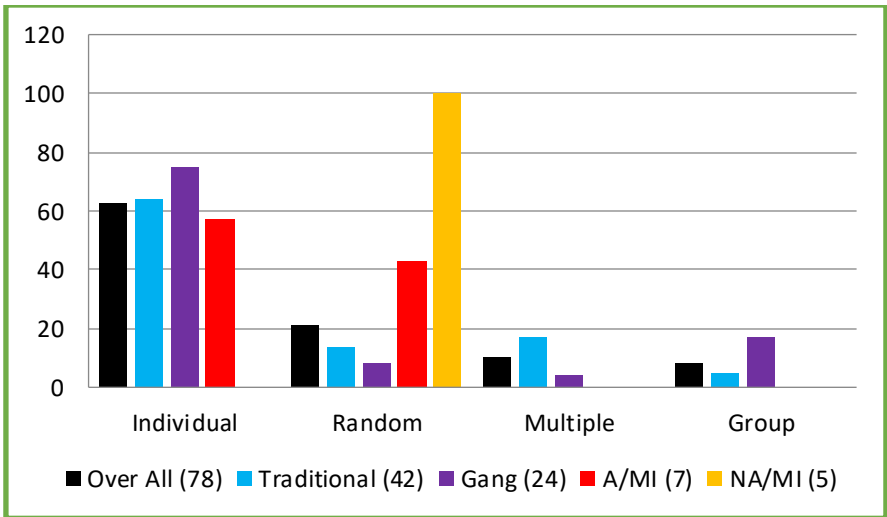


Chart 3.9. Targets: Individual, Group, Multiple, or Random

THE EVENT

When attempting to make plans in regards to school safety, knowing where events are most likely to occur is one of the primary foundations of any school safety plan. Below is a discussion of the locations where the school violence events originated in 78 school violence incidents. The findings are divided by location and type of perpetrator.

Location of Incident in School

The location of where school violence events originate can be examined by primary locations and secondary locations. The below charts examine these two issues.

Primary Locations of Events Origination

This first chart examined the primary location where the school violence events studied began.

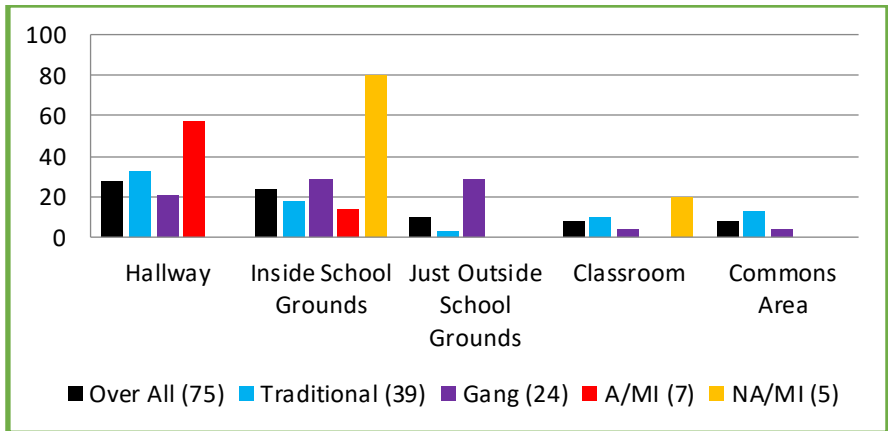


Chart 3.10. Primary Locations of Incident in School

Overall, the largest percent of all incidents began in a school hallway (28%). The designations of inside school grounds (24%) and just outside of school grounds (10%) were added in order to offer more analysis of the school violence issue.

The violence of *Associated* and/or mentally ill school violence perpetrators, who are generally seeking a particular target at the former school, occurs mostly (57%) in a school hallway. In contrast, offenders without specific individual targets such as *Non-Associated* and/or mentally ill school violence perpetrators began their assaults just inside school grounds (80%), but, frighteningly, 20% were able to do so actually in a school classroom.

Lesser Locations of Events Origination

Slightly fewer locations of school violence incident origination are areas on the K–12 school campus, but outside of classrooms. Chart 3.11 examines the percentage of school violence incidents which occurred in cafeterias, gyms, bathrooms, and even school buses.

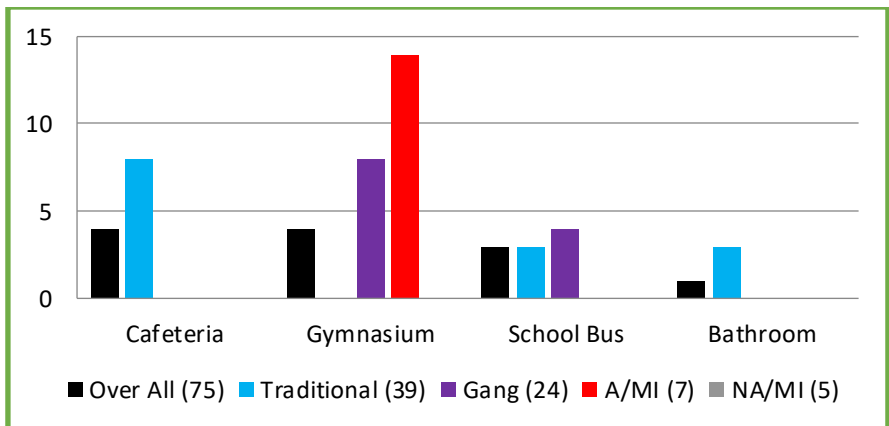


Chart 3.11. Lesser Locations of Incident in School

Overall, 12% of the events examined occurred inside school buildings, but not in actual classrooms. Interestingly, the *Associated* and/or mentally ill school violence perpetrators began their acts of violence in gymnasiums at 14%. This is due to the fact that many of their targets, former coaches or principals, are often ultimately found in this location. As would be expected, having no specific target, the *Non-Associated* and/or mentally ill school violence perpetrators did not begin any of their violence in these locations.

Length of Incident in Minutes

While any length of time when one is involved in a violent event can seem like a lifetime, most school violence incidents are very short in duration. The following is an overview of the length of time in minutes for the 78 incidents studied.

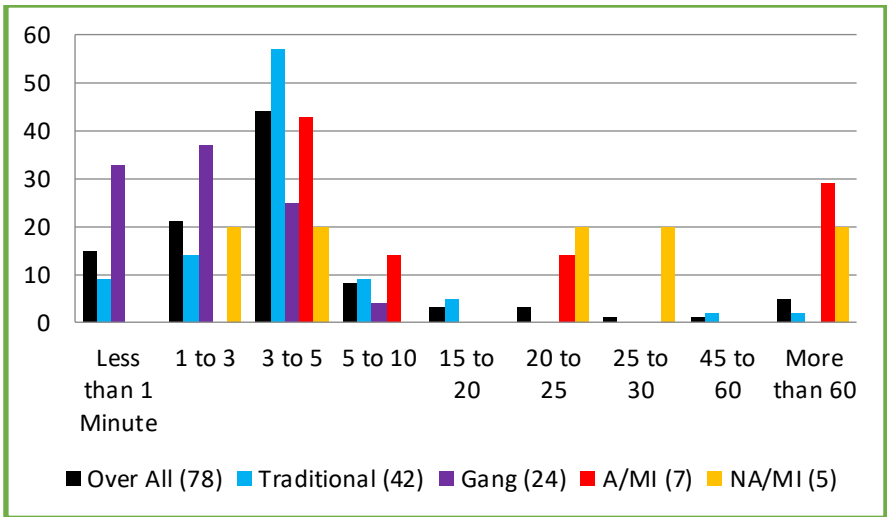


Chart 3.12. Length of Incident in Minutes

Overall, 36% of the events studied lasted less than 3 minutes, with a very significant amount lasting less than one minute (15%) (see chart 3.12). The *Associated* and/or mentally ill school violence perpetrators had longer durations at 3 to 10 minutes in 57% of the incidents. This group also involved events that lasted longer than an hour in 29% of the incidents. The *Non-Associated* and/or mentally ill school violence perpetrators were the highest in the category of lasting for more than an hour at 29%.

Number of Shots Fired

In another attempt at examining the full extent of school violence incidents, the actual number of shots fired during an event was collected. As with many aspects of this research, obtaining accurate data in this regard is difficult. The following gives an overview of this information.

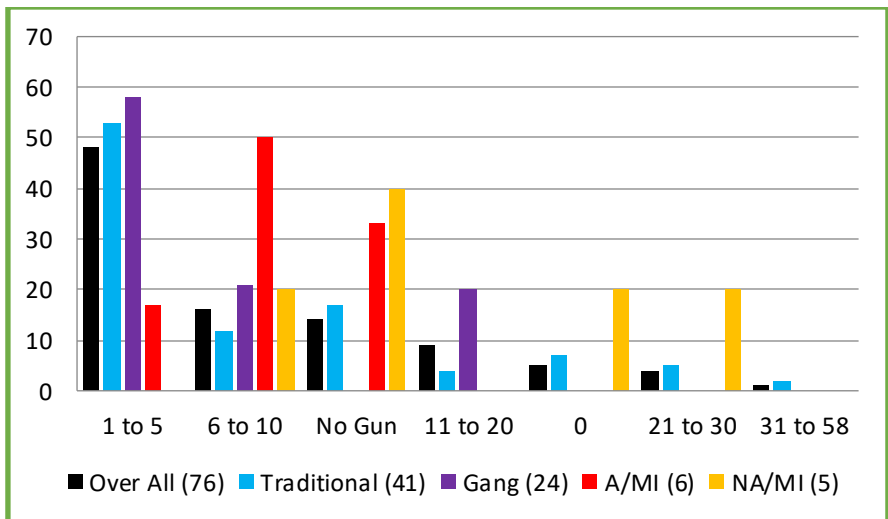


Chart 3.13. Number of Shots Fired

While even one shot fired is too much, approximately half (48%) of the incidents studied resulted in only 1 to 5 shots being fired (see chart 3.13). Also a firearm was not used in 14% of the incidents.

The *Associated* and/or mentally ill school violence perpetrators fired 6 to 10 shots at 50%, but also used no firearm in 33% of their incidents. The *Non-Associated* and/or mentally ill school violence perpetrators were the group least likely to use a firearm at 40%, but were also the group to fire 31 to 58 shots 20% of the time when they did use a firearm.

How Did Incident End?

Several interesting trends are discovered in examining how the school violence incidents examined in the study ended. Chart 3.14 offers an overview of how the events studied ended in the cases of the four types of school violence perpetrators examined.

Overall, approximately half (49%) of all incidents ended with the perpetrators fleeing the scene of the crime and being apprehended by law enforcement at a later time. Other types of conclusions such as being apprehended or surrendering at the scene were almost evenly distributed from 4% to 14%.

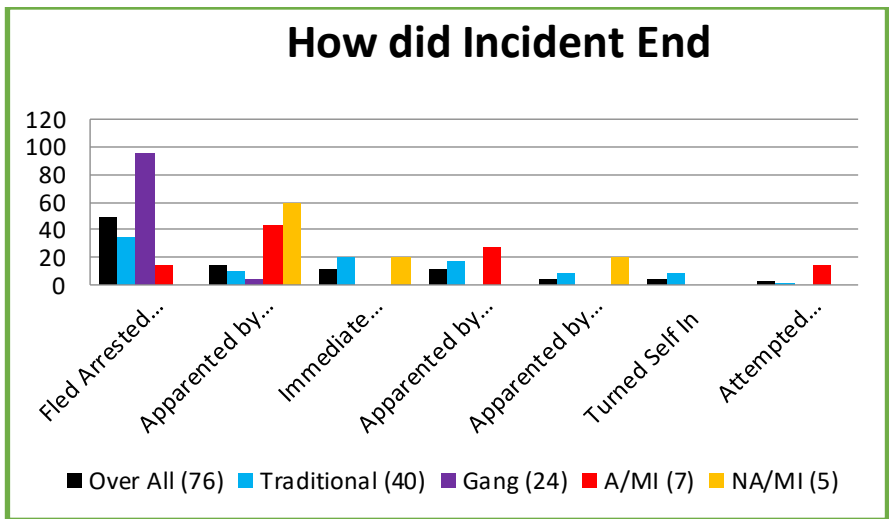


Chart 3.14. How Did Incident End?

The violence perpetrators were involved in all types of conclusions with 35% fleeing, but 20% surrendering peacefully after committing their act.

It is interesting that the final two types of offenders were almost always apprehended at the scene of the crime. The *Associated* and/or mentally ill school violence perpetrators did flee the scene in 14% of the incidents, but were apprehended by law enforcement, teachers, or bystanders in 70% of the incidents reviewed. They were also the only group which attempted suicide at the scene at 14%. The *Non-Associated* and/or mentally ill school violence perpetrators followed this same trend at 100%.

SUMMARY

Most violence events at schools are going to occur because the target or targets of the offender are there and can be easily located. This is true for all types of offenders except *Non-Associated* types. This group is different only because they see the entire school as a target for various reasons. Interestingly, the vast majority of school violence perpetrators are going to ultimately inform authorities and others of why they committed their act and why the school location in which to do it was chosen.

When it comes to planning periods, the majority of school violence perpetrators plan for less than 24 hours, but offender types such as *Non-Associated* may be considering attacking a school for over a year. Once they occur, 87% of all school violence incidents will be less than 10 minutes in duration, but a small percentage will last more than an hour if hostages are involved.

Most incidents involved the firing of 1 to 10 shots, but a significant percentage of incidents do not use a firearm at all, this is especially true for *Non-Associated* offenders who often attack schools with vehicles or other legal items such as baseball bats and propane tanks.

A school violence event can begin anywhere at any time, but security measures should be based on the various types of school violence perpetrators in that they all pose different types of threats. *Traditional* and *Gang-Related* offenders will already be in the school, but the *Associated* and *Non-Associated* will be seeking to enter the school. Certain types of offenders will often commit their violent acts in certain locations. The *Gang-Related* and *Associated* types of offenders seem to find many of their targets in school gymnasiums, while those with no targets will simply attack the entire school property.

A great deal of school violence is gang related, but much more is not. Obviously *Gang-Related* offenders are going to commit the majority of gang-related crime on a school campus. It is almost 50/50 whether a school violence perpetrator will inform others of their intent to commit an act prior to doing so. In many cases, juveniles often think classmates are just exaggerating their thoughts and older individuals may think that their counterparts are just letting off steam.

Most school violence perpetrators will not have any co-conspirators. If they do exist, they are most often involved in the aspect of assisting in the obtaining of weapons to be used. They will most often act alone, but *Gang-Related* offenders are more likely to involve more than one perpetrator in most of their events.

Most perpetrators will have at least one person as a target in their minds whether it is on an actual piece of paper or simply in their minds. This is the most true for *Associated* offenders. As would be expected, the *Non-Associated* did not have any particular individual in mind as a target. Most offenders are going to have at

least one target in mind when they decide to commit a violent act on a K–12 school campus. A significant percentage will also have random targets in mind, this being the case with *Non-Associated* types of offenders.

Most school violence perpetrators flee the scene after the completion of their act of violence to be arrested at a later time. The gang members drive this percentage the most given their types of crime. The *Associated* and *Non-Associated* offenders are interesting in that they have the highest percentages in offenders who are captured at the scene of the offense by teachers, students, or bystanders.



WHO IS THE ASSOCIATED AND NON-ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATOR?

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

A lot of people seem to want to always put people in neat boxes and categories so they can easily demarcate acts in to various levels of stratification, such thinking is counterproductive, and useless.

—BM/15/1988 (opened fire at several teachers with a semiautomatic pistol)

With regards to bullying. I was not bullied in high school but in grade school. They were afraid of me. I had no outside group to associate with. It might of helped if I did. At the time I was not emotionally abused but was in the past and was scared of my father. I felt I was wronged by school officials for making me go to school. I did not have the option to quit school. I was often under the influence of over-the-counter pills (Max Alerts). With regards to consequences, I expected to be killed that day. I didn't care about any consequences. Just to clarify, after I was arrested and on the way to jail, I knew my life was over and would spend the rest of my life in

prison. It wasn't until about an hour later after I was put into a cell and hearing about my crime on tv in the background that it really hit me what I had done. It was then I felt remorse and anguish over it.

—WM/17/1995 (used .22 caliber rifles to shoot two students and fatally shoot a freshman student)

Feeling that my sexuality was being questioned: And it wasn't that I questioned my orientation. I felt confused because I had been sexually abused by a male. And I felt VERY, VERY, angry. The state of mind, once the decision is made, is quite calm. And since part of the reason for my act was reacting against overbearing and unfair authority, I had thrown out all such controls. It was a very "free" state, albeit at the same time out of control. And no thought at all for realistic consequences.

—WM/14/1986 (failing a class, tried to kill the teacher, but shot and killed her substitute and injured a vice principal and two other students)

INTRODUCTION

This chapter examines the personal characteristics of the four types of school violence perpetrators discussed in this book. Their connection to the school involved and physical, environmental, and educational characteristics will be explored. As with all chapters in part one of this book, the information below was derived from descriptive data (165 variables) from publicly available secondary sources (e.g., news reports, journal articles, court transcripts, and case studies) that were collected for 78 identified currently incarcerated perpetrators and their events. In addition, demographics, state-level variables, characteristics of events, victims, prosecution, weapons, family, school, peers, and so forth were also collected.

CONNECTION TO SCHOOL

It is assumed by many that most school violence perpetrators are current students at the school in which they commit their acts, but in reality, offenders can have many different connections to a school. The following is an overview of the connection that the 78 offenders in this study had to the school in which their act of violence was committed.

Relationship to School

Chart 4.1 details the relationship, or lack thereof, between the perpetrators and the school violence events examined in this book. Interesting findings remind that schools and school property can be vulnerable to a multitude of types of offenders. This is yet another area which is difficult in obtaining accurate information—if the event was not carried out by a currently enrolled student, why a school was chosen can be very blurry in mixed police and media reports.

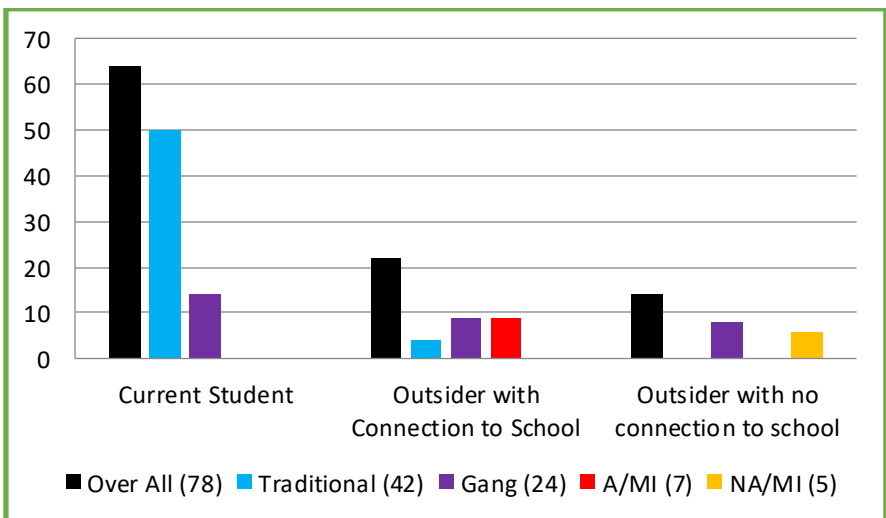


Chart 4.1. Relationship to School

Interestingly, *overall*, only 64% were current students who were involved in a school violence event. The remaining 36% were either outsiders with some past connection to the school or outsiders with absolutely no connection.

The *Associated* and/or mentally ill school violence perpetrators were, by definition, most likely (9% of total population) to be former students who returned to take revenge against a former teacher, athletic coach, or principal. And, again, by definition, the *Non-Associated* and/or mentally ill school violence perpetrators were outsiders with no connection to the school. They most often select the school as simply a symbol which they wish to attack in order to cause the most damage and harm.

DEMOGRAPHICS

The following is an overview of the physical, environmental, and educational characteristics of the offenders in this study. These characteristics are detailed by the four types of school violence perpetrators in this book.

Physical Characteristics

First is an overview of the physical characteristics of the school violence perpetrators. The physical characteristics of the offenders are examined in regards to age, sex, race, and body build.

Age of Perpetrator

As has been discovered in many areas, the age of the various types of school violence perpetrators coincide with what might be expected given the type of offender and their acts.

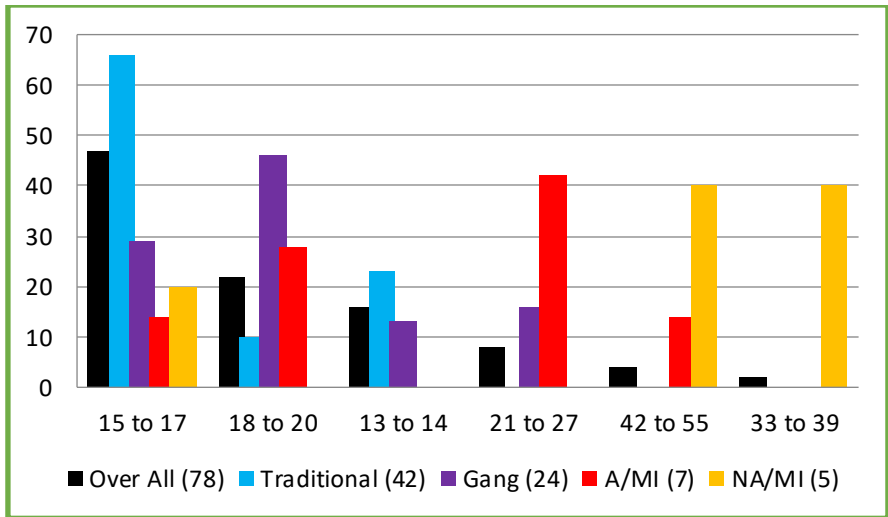


Chart 4.2. Age of Perpetrator

Overall, approximately half (47%) of the school violence incidents examined were committed by 15 to 17-year-olds, although a significant percent of schools (6%) were attacked by individuals that were 30 years old or older.

The *Associated* and/or mentally ill school violence perpetrators had an interesting trend in that 42% were 21 to 27, as would be expected not being in school, but they also had 14% at the 15 to 17 age group. In closer examination of these individual cases, this is due to the fact that a hidden trend of students who were forced to be placed in home or alternative schooling environments would return to their former school to commit an act of violence.

The *Non-Associated* and/or mentally ill school violence perpetrators were 80% at 33 years old or older, but again, 20% were in the 15 to 17 age group. This, again, was due to “school age” individuals being forced out of their own school and deciding to attack another school for other reasons.

Sex of Perpetrator

The next demographic examined was the gender of the offenders reviewed. While the findings were generally what would be expected, one trend in regards to female offenders was interesting.

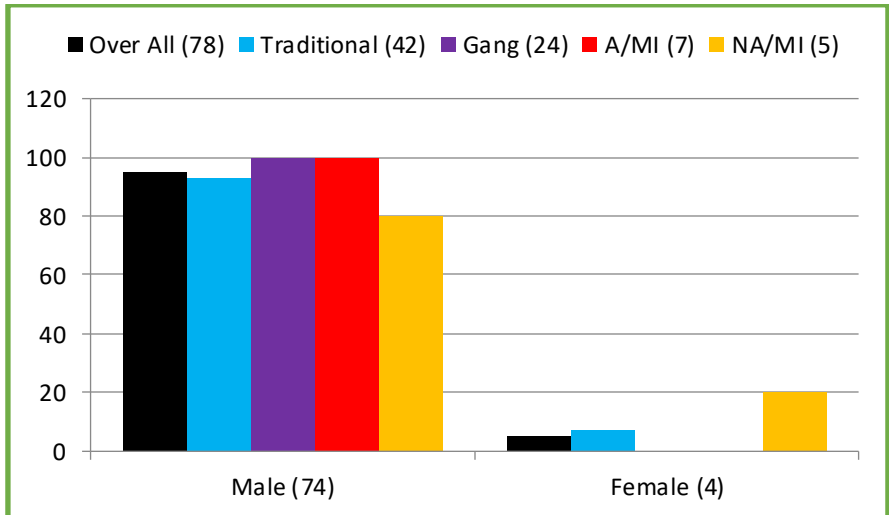


Chart 4.3. Sex of Perpetrator

Overall, as would be expected, 95% of the school violence perpetrators were male, but a significant percentage (5%) were female (see chart 4.3). The *Gang-Related* school violence perpetrators were at 100%, which is expected, as was the *Associated* and/or mentally ill school violence perpetrators. The *Non-Associated* and/or mentally ill school violence perpetrators had the highest percentage of females involved in a school violence event at 20%.

Race of Perpetrator

Next the racial makeup of the school violence perpetrator sample was examined to explore any potential trends.

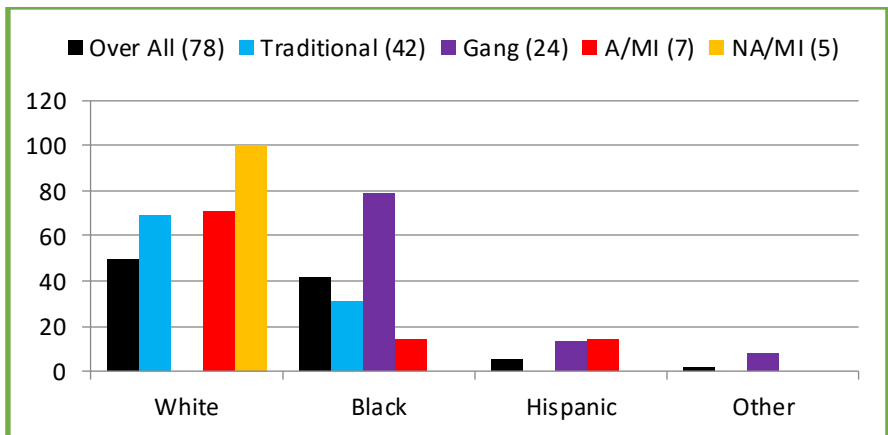


Chart 4.4. Race of Perpetrator

Overall, half (50%) of the school violence perpetrators were white, while the other 50% were distributed over the other racial types. The *Associated* and/or mentally ill school violence perpetrators were one of the few types of offenders to be white (71%), black (14%), and Hispanic (14%). Interestingly, the *Non-Associated* and/or mentally ill school violence perpetrators were white at 100%.

Body Build of Perpetrator

While very difficult to determine in many cases, the body build of the offenders was included in this study to add to the other sections of the book discussing the physical appearance of school violence perpetrators.

As would be expected, the *overall* body type was found to be average at 45%, but there were significant percentages in the thin/slight category (23%) and overweight category (10%) (see chart 4.5). *Associated* and/or mentally ill school violence perpetrators were all either average (50%), athletic (17%), or overweight (33%). The *Non-Associated* and/or mentally ill school violence perpetrators were either average (50%) or thin/slight (50%).

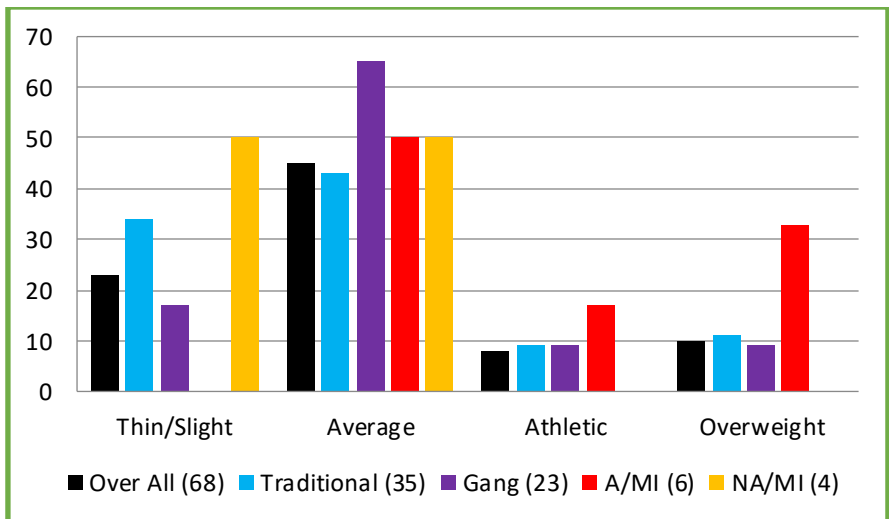


Chart 4.5. Body Build of Perpetrator

Environmental Characteristics

Second is an examination of the environmental characteristics of the perpetrators. This section was difficult to research as well given the various vague and subjective reports that were available.

Birth Order of Perpetrator

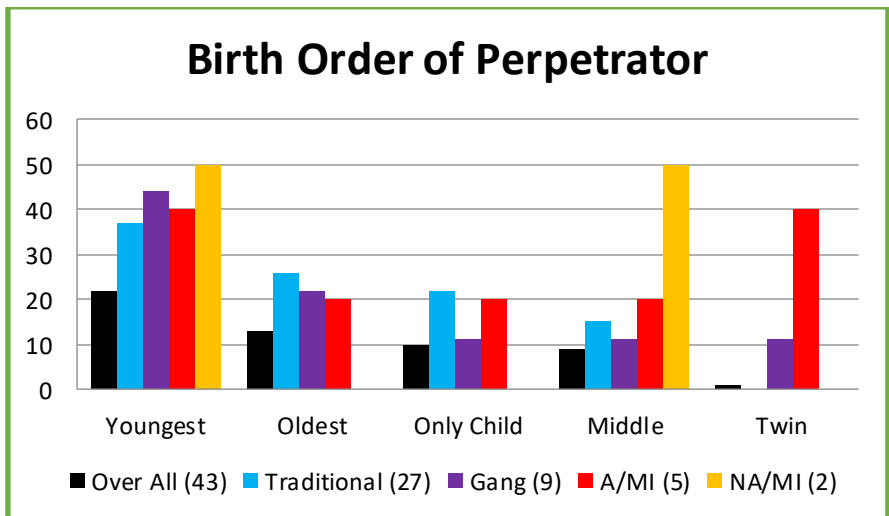


Chart 4.6. Birth Order of Perpetrator

Chart 4.6 is an overview of this type of break down for the types of school violence perpetrators examined.

It should be noted in the spirit of providing accurate analysis that this information could only be ascertained for 43 of the 78 incidents examined (see chart 4.6). Given what was confirmed, *overall*, 22% of the offenders were the youngest in their family and 13% were the oldest. The findings that 40% of the *Associated* and/or mentally ill school violence perpetrators were actually twins or the youngest is very interesting. The *Non-Associated* and/or mentally ill school violence perpetrators were either the youngest (50%) or middle child (50%) in their families.

Number of Siblings Living with Perpetrator

In addition to investigating the birth order of school violence perpetrators of the various types, the number of siblings living with the offender at the time of their offenses was explored. Again, this was a very difficult topic to investigate given the vague information that is often disseminated about the school violence offender after an event.

Overall, 24% of the offenders had no other siblings living with them at the time of their incident (see chart 4.7). Again, this is based on information confirmed on 53 of the 78 incidents identified. A close second at 19% did have one sibling in the same home.

The *Associated* and/or mentally ill school violence perpetrators had no siblings at 60%, and 2 other siblings at 20%. The *Non-Associated* and/or mentally ill school violence perpetrators were at 60% for living alone, but 40% did have one or two siblings living with them. This is interesting in that most of these types were much older than the other types of offenders and would be expected to be living away from family.

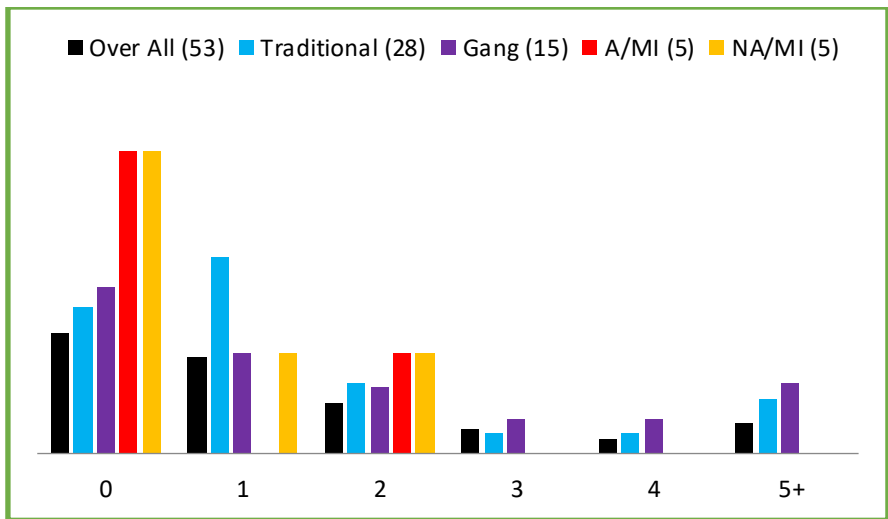


Chart 4.7. Number of Siblings Living With Perpetrator

Socioeconomic Status of Perpetrator

The socioeconomic status of the various types of perpetrators was also examined. Obviously, this is a significant factor in the environmental characteristics of any type of criminal offender.

Not surprisingly, *overall* most offenders (56%) were living in lower-class socioeconomic circumstances. Although, very significant percentages of offenders were found to be from the middle (23%), upper middle (10%) and upper class (35%) levels. The *Associated* and/or mentally ill school violence perpetrators were evenly distributed at 50% between lower and middle class. The *Non-Associated* and/or mentally ill school violence perpetrators were the second highest in the middle-class category (40%), but were the highest (40%) in the upper middle class category.

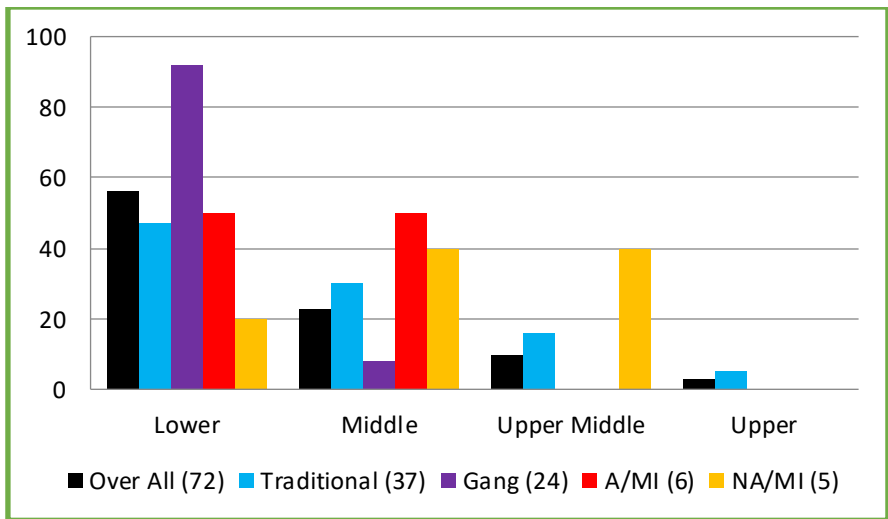


Chart 4.8. Socioeconomic Status of Perpetrator

Educational Characteristics

Finally, a brief overview of the perpetrators' educational characteristics is presented. The educational characteristics of the types of school violence perpetrators examined in this book are explored in many different ways in many different chapters. The following is a brief overview of the years of education completed or grade level for the various types of offenders at the time of the commission of their violent act.

Years of Education Completed

Given the variations in the sample involved in this study, years of education are examined in addition to the grade level of offenders at the time of their offense. Many of those who attack schools and K–12 students are not current students and possibly not in school at all.

Overall, as would be expected, the majority of the offenders had completed 8, 10, or 12 years of education at 21% (see chart 4.9). Although, 10% had only completed less than 7 years of formal education at the time of their act. The *Associated* and/or mentally ill school violence perpetrators, as would be expected, had completed at least 10 years of education (17%) and 67% had finished 12 years (whether they actually graduated or not).

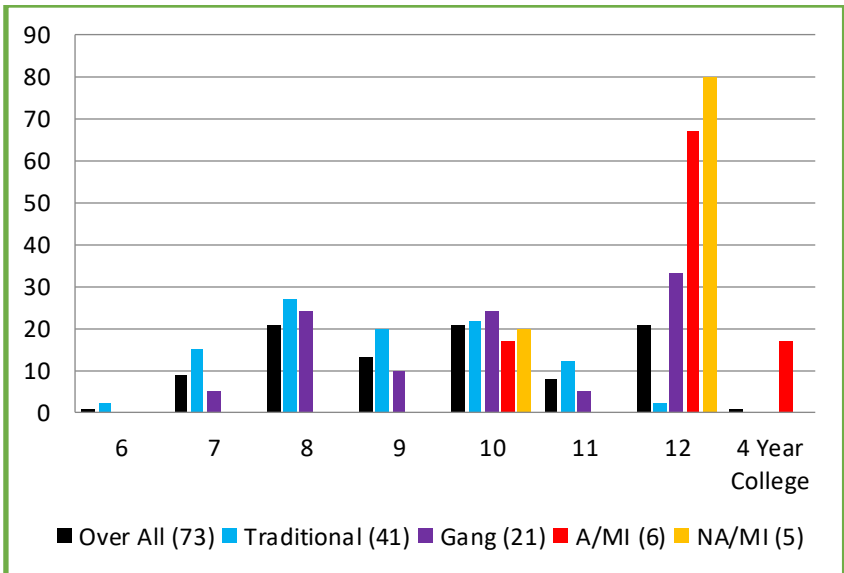


Chart 4.9. Years of Education Completed

The group also saw the only group to have actual 4 years of college education at 17%. The *Non-Associated* and/or mentally ill school violence perpetrators all had at least 10 years of education or above at 100%.

Grade at Time of Incident

As a way to confirm the above findings, the grade at the time of violence was ascertained for this population of school violence offenders. This percentage coincides with what was discussed above.

Overall, it is obvious that the 9th (19%) and 11th (18%) grades are periods in a person's life where significant violence can occur. There are significant percentages at all grades in high school, even 10% occurring before high school in the 7th and 8th grades.

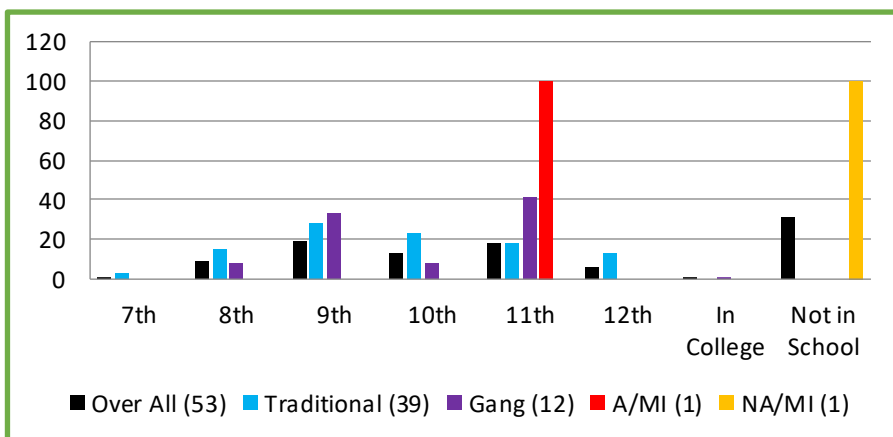


Chart 4.10. Grade at Time of Incident

The *Associated* and/ or mentally ill school violence perpetrators' percentages are very unique in that, of those who came back to attack someone at their former school, 100% of them in this study had dropped out or been forced out in the 11th grade. Of the *Non-Associated* and/or mentally ill school violence perpetrators, 100% were not in school at the time of their violence.

SUMMARY

Individuals who commit acts of violence in K–12 schools can have many different connections to that school. It can be where a fellow classmate one is having problems with is, or it can be a place for potential robbery victims in the parking lot. It can be the place of one's first failures in life, or it can simply be a symbol which one resents. The relationship and reason a certain school is chosen for a violent attack can be a complicated issue. Ultimately, why the school was chosen will be in the mind of the offender, but schools provide attractive targets to some. Current students will know where their rivals or bullies are and *Gang-Related* students will know where rival gang members are. The *Associated* offenders will know where their former teacher or coach is and the *Non-Associated* will know there are many young lives in that building.

The ages of the individuals in this study ranged from 13 to 55 years of age. *Traditional* perpetrators are generally the *Traditional* school age, while *Gang-Related* offenders are often slightly older. The *Associated* and *Non-Associated* offenders are interesting in that they can be any age. Many individuals are forced out of the *Traditional* school setting by being expelled, suspended, or placed in home or alternative schooling situation. They sometimes see the original school as the source of their initial failure or mistakes and return for some type of revenge.

The vast majority of school violence perpetrators in this study were male, but a very significant percentage of *Non-Associated* type offenders were females. Approximately half of the perpetrators were white with the other half distributed across the other racial groups. It is often expected that the *Traditional* offenders will be almost always white, but a very significant percentage in this study were black. The *Non-Associated* individuals who attacked a school without provocation of any kind were 100% white.

Determining the body type of school violence perpetrators at the time of their offense is difficult at best. Descriptions are very vague and subjective in reports. As expected most were average in build, but significant percentages were thin/slight and overweight. The offenders examined were found to be at all levels of birth order in their families. The most were the youngest in their families, but significant percentages were also found to be the oldest as well. Most offenders did not have any other siblings in their home at the time of their incident, but a significant percentage did have up to 5 or more. The *Gang-Related* offenders were the most likely to have a large number of siblings living with them at the time of their violence.

Not surprisingly, most school violence offenders are going to come from lower socioeconomic situations, but very significant percentages are found in the other classification as well as coming from the upper class in the case of *Traditional* shooters.

As would be expected, most of the school violence perpetrators examined had between 8 and 10 years of education completed at the time of their violence. Given that most were current students and freshmen, sophomores, or juniors, this would make sense. While all grades are important in a student's life, the 9th and 11th grades seem to be extremely trying. These grades find

the most violence by current students. Even those who return to harm someone at their former school appear to have dropped out or been forced out in the 11th grade.



ASSOCIATED AND NON-ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATOR'S TRAITS AND ISSUES

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

Suffering some mental health problem but unaware of it himself. A bully, but doesn't view himself that way. Geek, nerd, weirdo aren't really "Negative [sic] labels": Everyone's in a clique, but don't consider it a gang. Every kids fighting with another student/group and they all feel punished unfairly by parents, usually just teen angst/drama.

—WM/14/1998 (fatally shot a teacher and wounded another and two students at a school dance)

I had been relentlessly picked on and bullied, both physically and mentally and I felt totally powerless. But when you discover that it's nothing you can do to remove the spotlight from off you in their (the bullies) eyes then you get more perplexed, then later angry and confused, then frustrated. After a while of being frustrated, then anger returns like a brutal cold rain, which matetes [sic] to various levels of rage which can't be contained in a cage for long before it's transformed into some sort of action. If I had known or even contemplated my actions fully and

the full ramifications of my actions (the stress and embarrassment and shame and pain and humiliation) caused to my mom and other families, I know I would not have done this crime nor would I have killed myself or anyone. I most likely would have found or discovered another route, or solution to solve my problems.

—BM/15/1988 (opened fire at several teachers with a semi-automatic pistol)

One thing I notice it never be the ones that have bad behavior in school that pull things like what John did, it always be a smart, quiet student that you think would not do that, so the teacher be looking at the wrong student for behavior problems.

—BM/21/2005 (ambushed a rival 17-year-old gang member with three other males in a school parking lot)

INTRODUCTION

An enormous amount of research has been conducted in attempts to identify or profile a child who is most likely to commit an act of violence. This is no truer than in school violence and disturbance research. Many profiles have been developed over the years, but many of these simply become checklists or charts where people try to place another's behavior into numbers on a sheet of paper. This practice has oversimplified the extremely complex nature of human behavior. Moreover, it has caused a great deal of damage to those who were inappropriately classified or profiled by another.

As with all chapters in part one, descriptive data (165 variables) from publicly available secondary sources (e.g., news reports, journal articles, court transcripts, and case studies) were collected for 78 identified currently incarcerated perpetrators and their events. In addition, demographics, state-level variables, characteristics of events, victims, prosecution, weapons, family, school, peers, and so forth were also collected. This information was used to develop the following overview of the school violence

perpetrators' traits and personal issues.

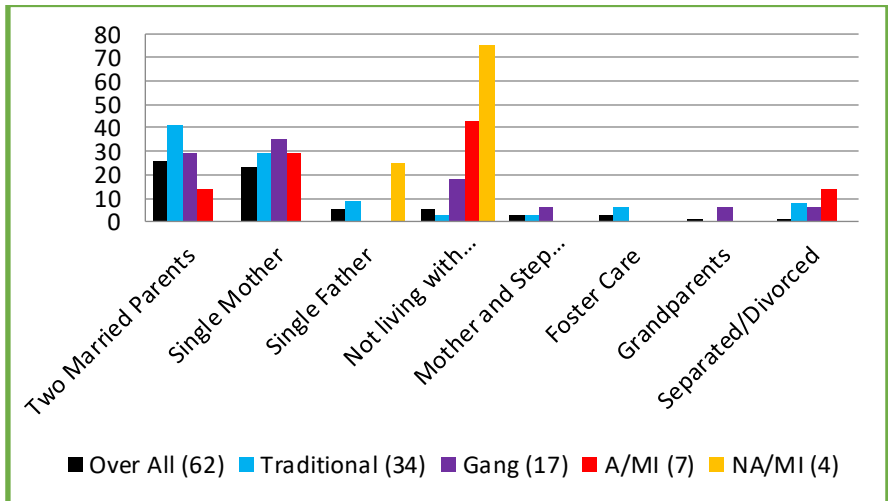


Chart 5.4. Parental Situation at Time of Incident

Evidence of Family Dysfunction

It would be expected that there would be a great deal of dysfunction in the family life of those who result to acts of school violence. This is another area where research is difficult in that much of the information about the family lives of this type of criminal is vague or not reported. Chart 5.5 is an examination of what information was possible to be located for the 78 offenders in this study.

Overall, evidence of family dysfunction was split almost evenly between yes (47%) and no (42%). The *Associated* and/or mentally ill school violence perpetrators showed the most unique finding in that 71% had evidence of some type of family dysfunction. The *Non-Associated* and/or mentally ill school violence perpetrators followed the first two types of offenders with 50% yes and 50% no.

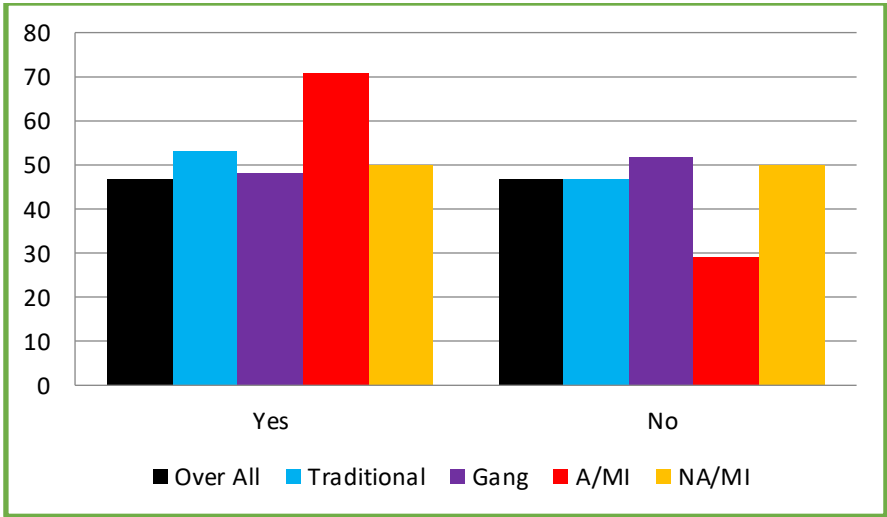


Chart 5.5. Any Evidence of Family Dysfunction?

Evidence of Physical Parental Abuse or Neglect

Along the lines of dysfunction in the family setting for offenders, evidence of physical abuse or neglect was investigated as well.

Overall, only 27% of these offenders had evidence of being physically abused or neglected by a parent (see chart 5.6). This trend of a relatively small percentage was true for three of the four types of offenders in this study.

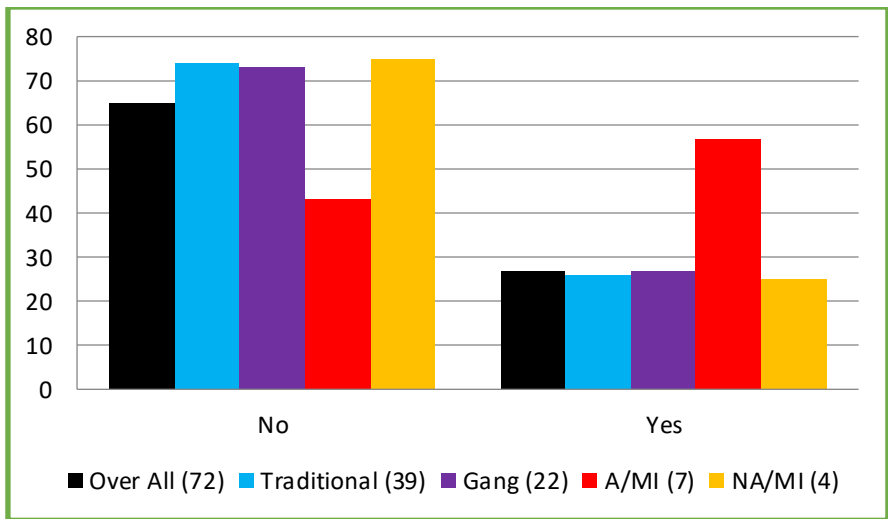


Chart 5.6. Any Evidence of Physical Parental Abuse or Neglect?

The one group that did have a large percentage of situations were physical abuse or neglect by a parent was evident was the *Associated* and/or mentally ill school violence perpetrators at 57%. The final group of *Non-Associated* and/or mentally ill school violence perpetrators followed the earlier trend at 25%.

Evidence of Sexual Abuse

As discussed and examined in several parts of this book, sexual abuse is a major factor in the negative behavior of individuals, this is especially true for juveniles. Chart 5.7 is an overview of information obtained in regards to the sexual abuse of the four types of school violence perpetrators examined.

As with physical abuse or neglect, *overall* most offenders (91%) had no evidence of sexual abuse in their past (see chart 5.7). As found in other areas, the *Associated* and/or mentally ill school violence perpetrators seem to have had a great number of these issues in their lives. Forty-three percent had evidence of sexual abuse in their past at the time of their offense. The second highest group of offenders at 25% was the *Non-Associated* and/or mentally ill school violence perpetrators.

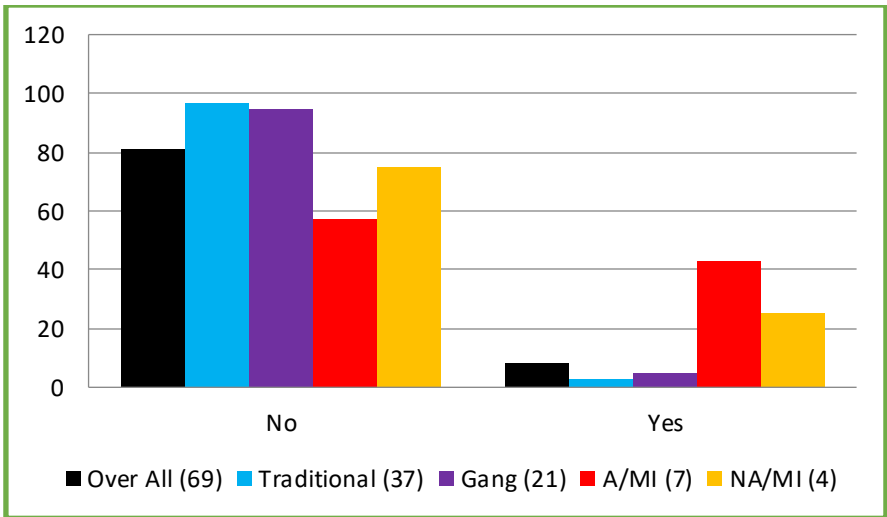


Chart 5.7. Any Evidence of Sexual Abuse?

Marital Status of Perpetrator at Time of Incident

Normally, considering the marital status of a school violence perpetrator would not be necessary and their being single would be assumed. Given this population of offenders, it was determined that this would be a viable subject to consider.

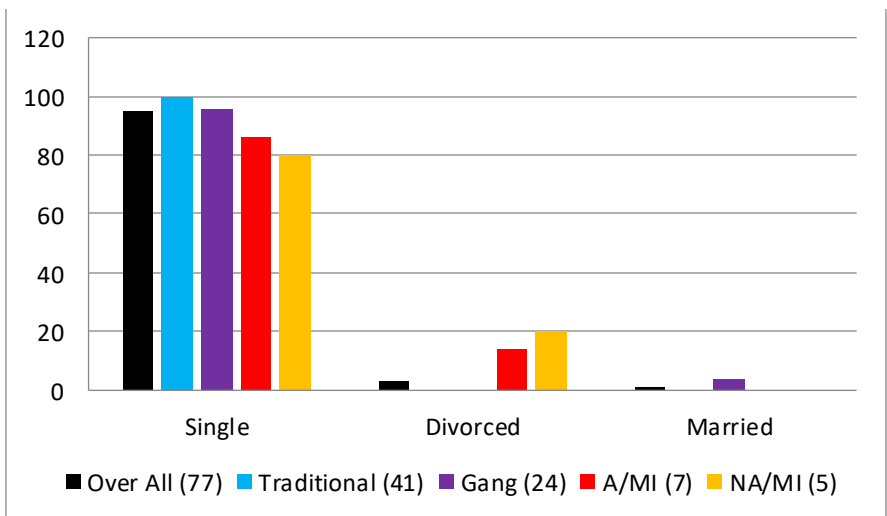


Chart 5.8. Marital Status of Perpetrator at Time of Incident

Given the population involved in this type of crime, it would be expected that very few individuals would be married (see chart 5.8). Overall 95% of the offenders were single with 100% of the *Traditional* school violence perpetrators being so. Of the *Gang-Related* school violence perpetrators, 4% were married at the time of the incident and 14% of the *Associated* and/or mentally ill school violence perpetrators were divorced and 20% of the *Non-Associated* and/or mentally ill school violence were divorced as well.

Perpetrator Involved Regularly in Religious Activities

In that historically whether violent juveniles were involved in religious activities or not was studied, this subject was included in this study. Obviously, this is one of the most difficult areas in which to find accurate information. The confirmed findings are explored below.

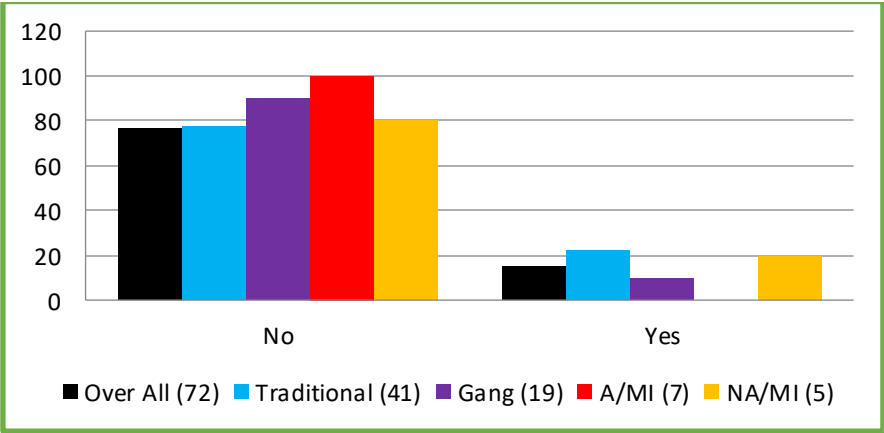


Chart 5.9. Perpetrator Involved Regularly in Religious Activities?

It has been argued by some that taking prayer out of schools is what led to the first stages of violence entering American school houses. While most often hard to determine, there were some incidents where the offenders reported some type of religious activity in their lives at the time of their violent act. Overall the majority (83%) had no evidence of religious activity, but there was evidence of it in 15% of the incidents (see chart 5.9). The *Associated* and/or mentally ill school violence perpetrators had no evidence at

all, but the *Non-Associated* and/or mentally ill school violence perpetrators did in 20% of the incidents.

School Life

Maybe only second to a child's home life, their school life is going to have an enormous impact on their behavior and future.

Evidence of School Disciplinary Problems

Information relating to evidence of school disciplinary problems was easier to confirm given the media explorations of the issues the school violence perpetrator may have had at the time of the incident. The below chart is an overview of those findings.

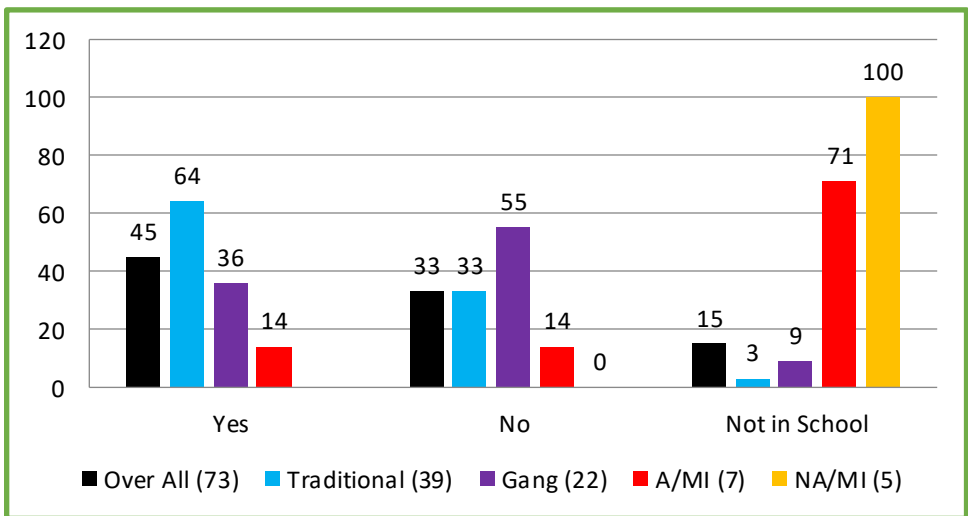


Chart 5.10. Any Evidence of School Disciplinary Problems?

Overall, approximately half (45%) of all types of offenders had evidence of some type of school disciplinary problems at the time of their violence. Given that most *Associated* and/or mentally ill school violence perpetrators were not in school at the time, only 14% had such issues. The *Non-Associated* and/or mentally ill school violence perpetrators did not have these issues.

Evidence of Recent School Difficulties

Juveniles having problems in schools do not have to be only in the area of having disciplinary problems. These problems can involve myriad issues from learning problems to an inability to develop proper studying techniques. The follow is an overview of other types of school issues an individual may have been experiencing at the time of their offense.

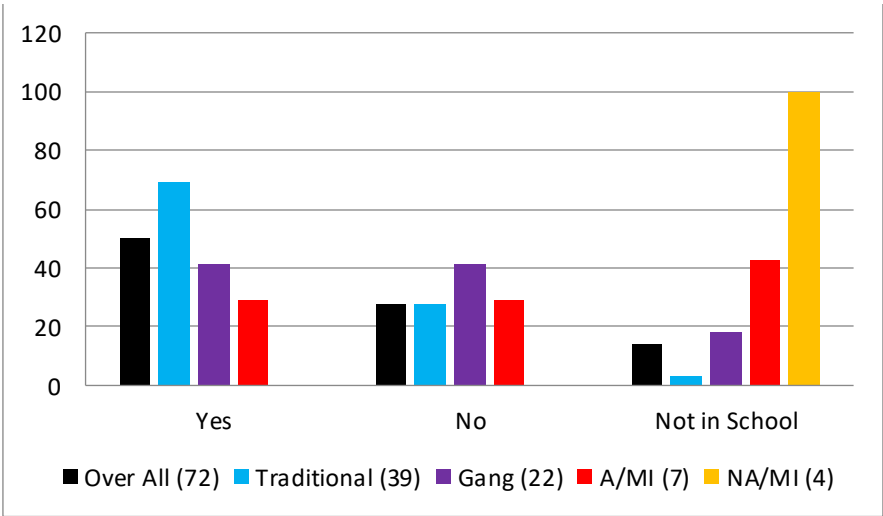


Chart 5.11. Any Evidence of Recent School Difficulties?

Keeping in mind the percentage of the individuals examined in this study not being in school at all, the *overall* findings are interesting. *Overall*, approximately half (50%) of the offenders will be experiencing some type of school difficulty at the time of their violence. The *Associated* and/or mentally ill school violence perpetrators fall in this same category at 29% equally. The *Non-Associated* and/or mentally ill school violence perpetrators had no issues in this regard.

Evidence of Perpetrator Being Bullied

The impact of bullying is of major concern to all who are interested in the well-being of students. The following chart examines whether there was evidence that the various types of

offenders were bullied at or prior to the time of their offense.

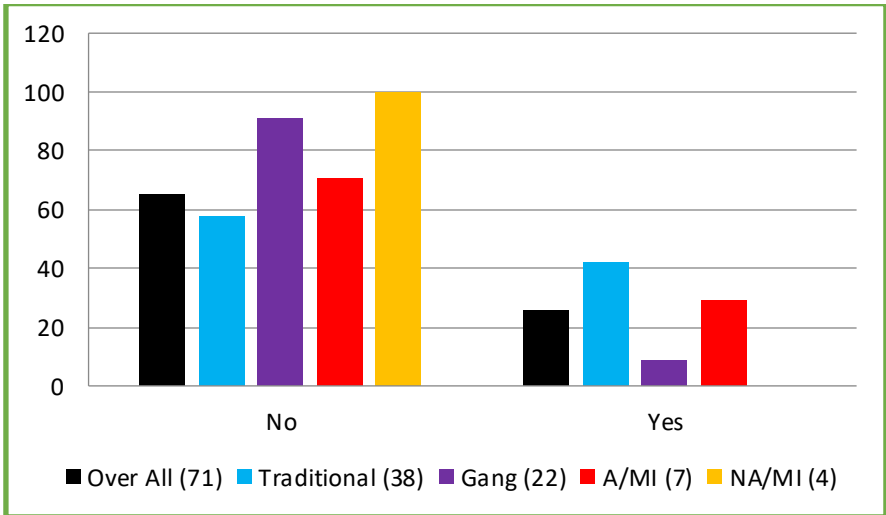


Chart 5.12. Any Evidence of Perpetrator Being Bullied?

Interestingly, *overall* the majority of cases (65%) examined did not have signs of the offenders having been bullied, but 26% did have such evidence. The *Associated* and/or mentally ill school violence perpetrators had significant percentages (29%) for being bullied, but the *Non-Associated* and/or mentally ill school violence perpetrators had none.

If Bullied, Why?

In cases where bullying was suspected, the reason for it was investigated. The following chart examines the information in this regard.

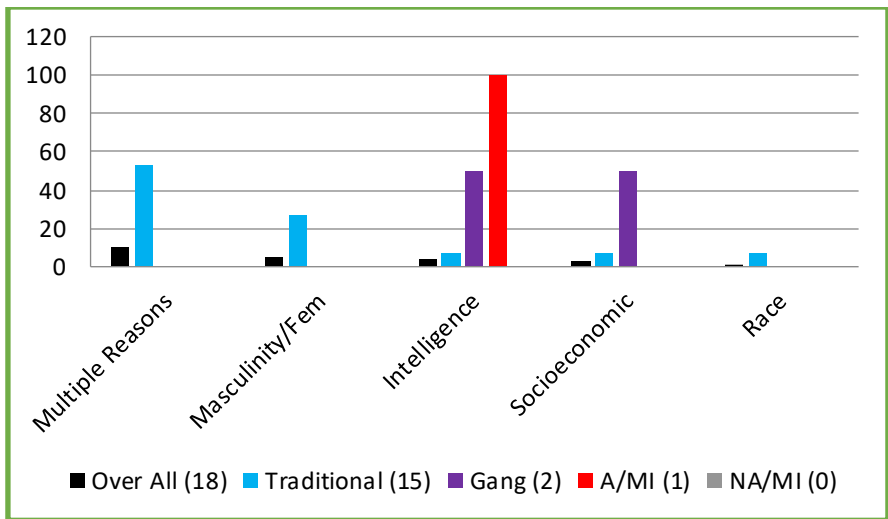


Chart 5.13. If Bullied, Why?

This area of the research was one of the most difficult to conduct given the reluctance of individuals to divulge that they were such victims and conflicted accounts in the media in reviewing these incidents. It should be noted that this information could only be confirmed in 18 of the 78 offenders examined. *Overall*, at 10%, multiple reasons for such abuse were discovered for most offenders.

The *Associated* and/or mentally ill school violence perpetrators whose information could be confirmed were 100% in the area of intelligence level as the reason for being bullied. There was no evidence that could be determined in this area for the *Non-Associated* and/or mentally ill school violence perpetrators.

Personal Relationships

For young people, the loss of a close relationship can be as devastating as the actual death of someone of importance in their lives. The following is an overview of the impact of recent broken relationships on the various types of school violence perpetrators.

Evidence of Recent Broken Relationship

The loss of a special relationship will often hurt anyone and

encourage negative feelings. This is extremely true for juveniles.

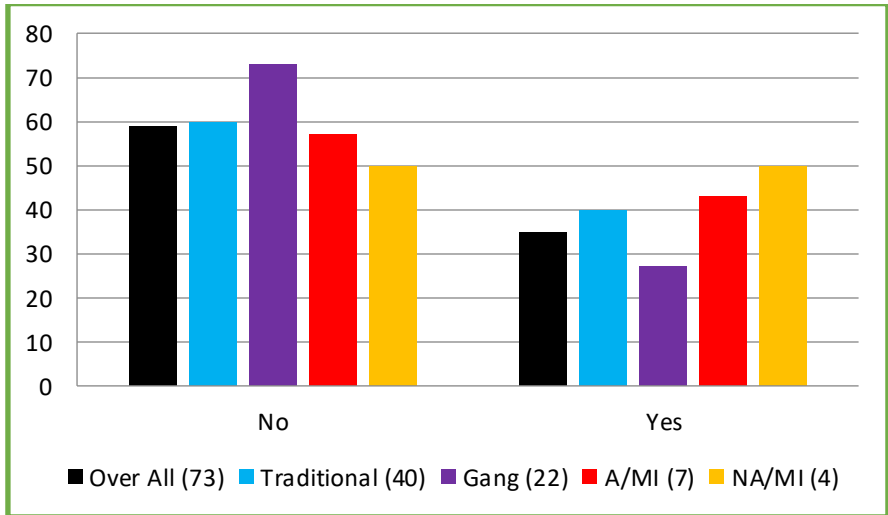


Chart 5.14. Any Evidence of Recent Broken Relationship?

Overall, most did not have any evidence (59%) of a recent broken relationship, but 35% did (see chart 5.14). The *Associated* and/or mentally ill school violence perpetrators were second at 43% to those who had recently experienced this at the time of their act and 50% of the *Non-Associated* and/or mentally ill school violence had such and experience.

Alcohol and Drug Use

Very interesting trends are discovered in examining whether offenders were under the influence, or even using or possessing, any type of alcohol or other drug at the time of the violent event. The following sections investigated this topic in relation to the various types of offenders.

Perpetrator on Drugs/Alcohol at Arrest

It is probably assumed by many that individuals being on alcohol or other types of drugs at the time of their violent act were a major catalyst for said violence. The following charts reveal that this may not be the case with school violence type offenders.

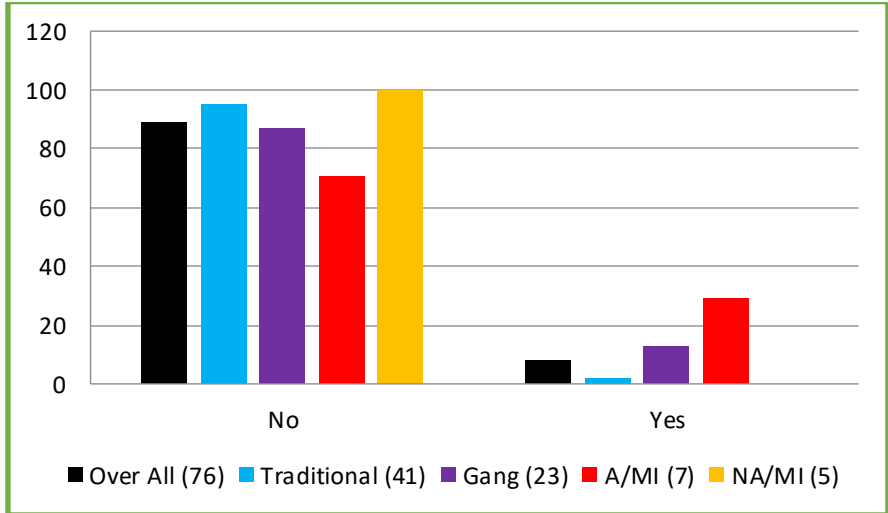


Chart 5.15. Perpetrator on Drugs/Alcohol at Act?

Overall, the majority (89%) of offenders are found to not be under the influence or using any type of alcohol or other drug at the time of their violent act. This could speak volumes to the fact that when an individual decides to commit such an act, they do so clean and sober. The *Associated* and/or mentally ill school violence perpetrators had the highest percentage at 29%, and very frightening, the *Non-Associated* and/or mentally ill school violence perpetrators had no signs of any of them being under the influence.

Perpetrator Possessed Drugs at Arrest

As with being under the influence, the majority of offenders are not going to even have any alcohol or other drugs in their possession at the time of their arrest. This arrest could come during the violent event, or in some types of attacks, a week later.

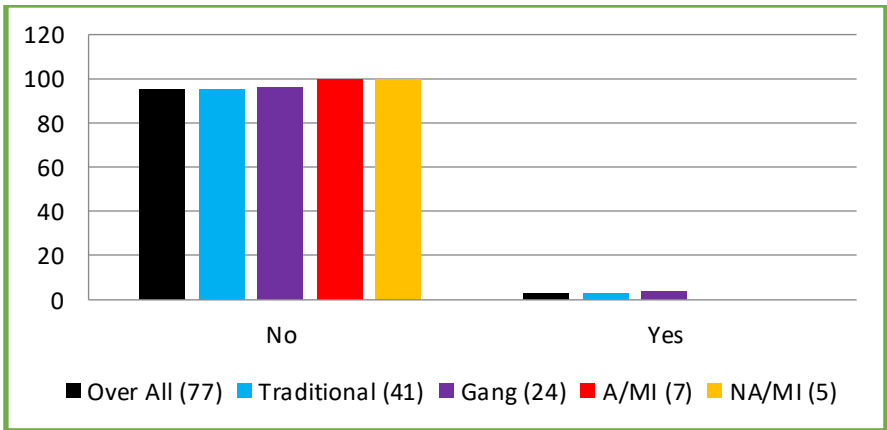


Chart 5.16. Perpetrator Possessed Drugs/Alcohol at Act?

Overall, very few (3%) will be found to have any type of drugs or alcohol in their possession at the time of arrest (see chart 5.16). This is important in that the majority of these types of offenders, except for maybe gang related offenders, are arrested at the scene of their crime. The *Associated* and/or mentally ill and *Non-Associated* and/or mentally ill school violence had none.

Evidence of Past Drug or Alcohol Use

When examining evidence of past alcohol or other drug use, some trends in usage do develop. *Overall*, more significant numbers are going to be found in examining evidence of past alcohol or other drug abuse in an offender's life (see chart 5.17). Of all school violence perpetrators, 30% were found to have such issues in the past. The *Associated* and/or mentally ill school violence perpetrators had very high percentages of 43% and the *Non-Associated* and/or mentally ill school violence perpetrators were at 25%.

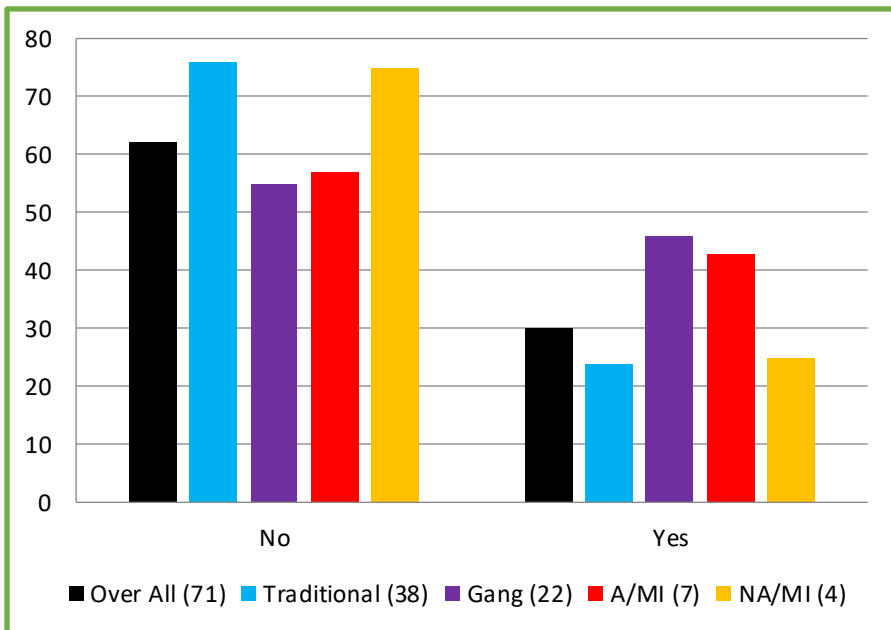


Chart 5.17. Any Evidence of Past Drug or Alcohol Use?

Influence of Violent Media

An area of research in the causes of violence in children is what impact violent content in various types of media might have. Findings in this regard range from the belief that exposure to violence in music and media will almost certainly negatively impact a juvenile. Other findings offered that it may be one of many catalysts in a child's life which increases their likely to engage in criminal or antisocial behavior.

Evidence Perpetrator Listened to Violent Music

The following is the first in a series exploring the possible impact of violent media upon school violence perpetrators. *Overall* a small yet significant percentage (19%) of these types of offenders was believed to have listened to music with violent themes (see chart 5.18). It must be remembered that what is and is not considered "violent" is very subjective. The *Gang-Related* and *Associated* and/or mentally ill school violence perpetrators were tied at 14% each with none

from the *Non-Associated* and/or mentally ill school violence perpetrators category having any signs of such interest.

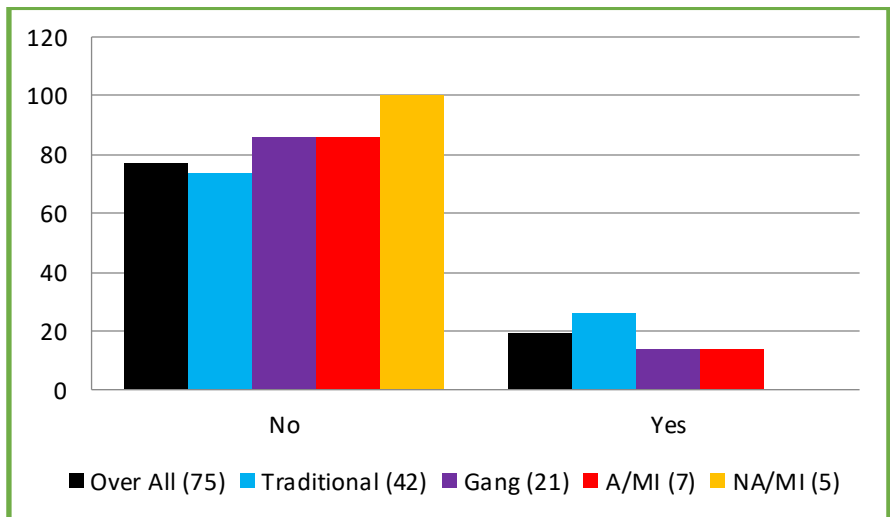


Chart 5.18. Any Evidence Perpetrator Listened to Violent Music?

Evidence Perpetrator Regularly Watched Violent Movies

As with the interest in listening to violent music, watching violent movies may not have been much of an interest for these types of offenders.

Overall only 13% of offenders were viewed as having an interest in watching movies with violent content (see chart 5.19).

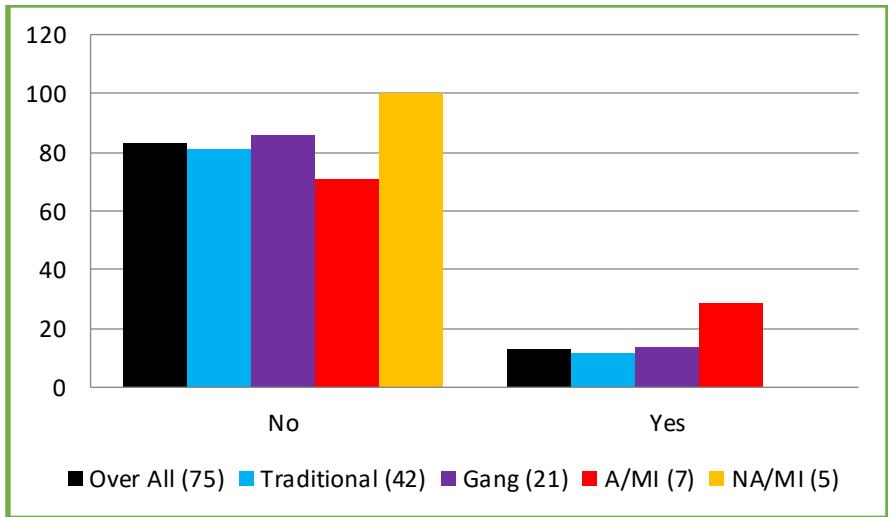


Chart 5.19. Any Evidence Perpetrator Regularly Watched Violent Movies?

The *Associated* and/or mentally ill school violence perpetrators were at 29%, but, once again, the *Non-Associated* and/or mentally ill school violence perpetrators were found to have no interest in this area.

Any Evidence Perpetrator Played Violent Video Games?

Second only to music and movies, violent video games have historically been attacked by many who feel that are responsible for much of the juvenile violence experienced in the United States.

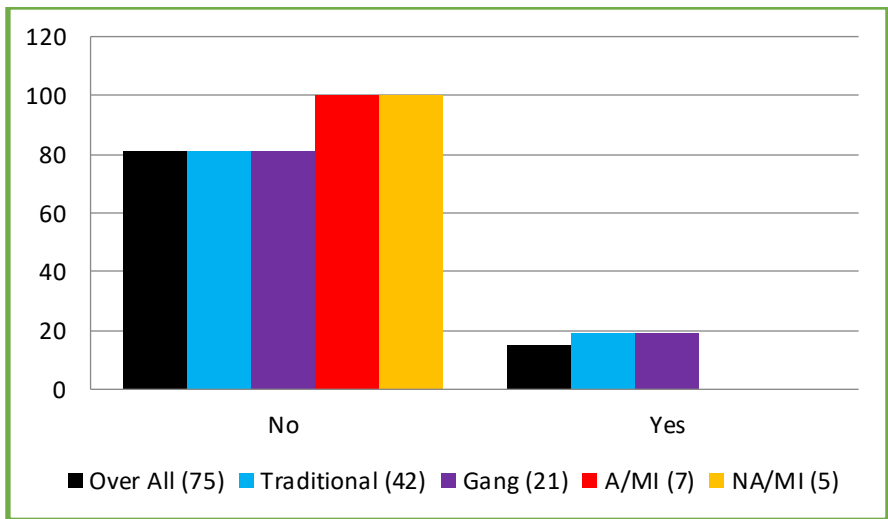


Chart 5.20. Any Evidence Perpetrator Played Violent Video?

Overall similar trends as before are discovered, a significant percentage (15%) was found to have played what many would consider violent video games (see chart 5.20). No evidence was discovered that any *Associated* or *Non-Associated* and/or mentally ill school violence perpetrators exhibited any interest in this area.

Any Evidence Perpetrator Read Books with Violent Themes?

Violent or controversial books have always found their opponents who argue that children should not have access to them. The following is exploring the use of this medium by the various types of offenders. Interestingly, *overall*, only 10% of the cases involved this interest and all were by the *Traditional* school violence perpetrators (see chart 5.21). No evidence of this being an interest of any other type of offender was found.

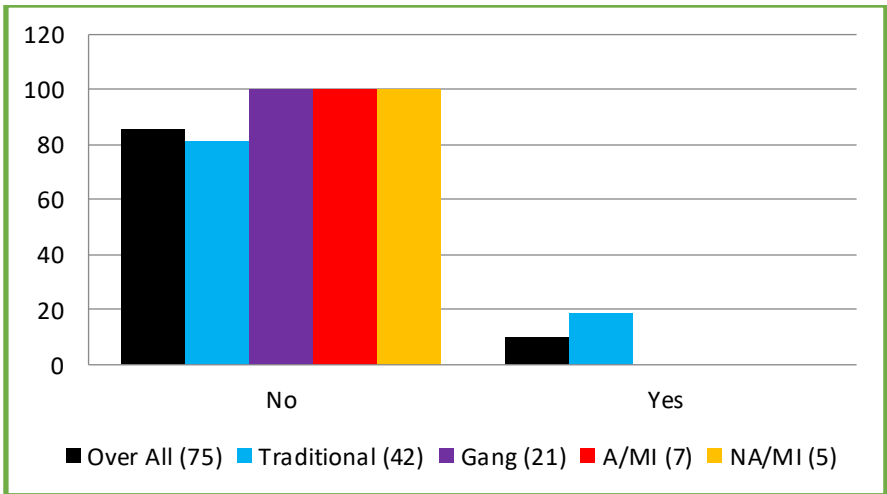


Chart 5.21. Any Evidence Perpetrator Read Books With Violent?

Evidence of Perpetrator Writing/Drawing Material with Violent Themes?

Another historically investigated area of trying to identify potential violent juveniles is in the examination of their writings and drawings. As with the music and media, significant percentages were found in almost all types of offenders in this study.

Overall a significant percentage (19%) of the school violence perpetrators did exhibit signs of writings and drawing with somewhat violent themes (see chart 5.22). The *Associated* and/or mentally ill school violence perpetrators were found to have this interest at 29%, but, once again, no evidence of this being an interest was found in examining the *Non-Associated* and/or mentally ill school violence perpetrators.

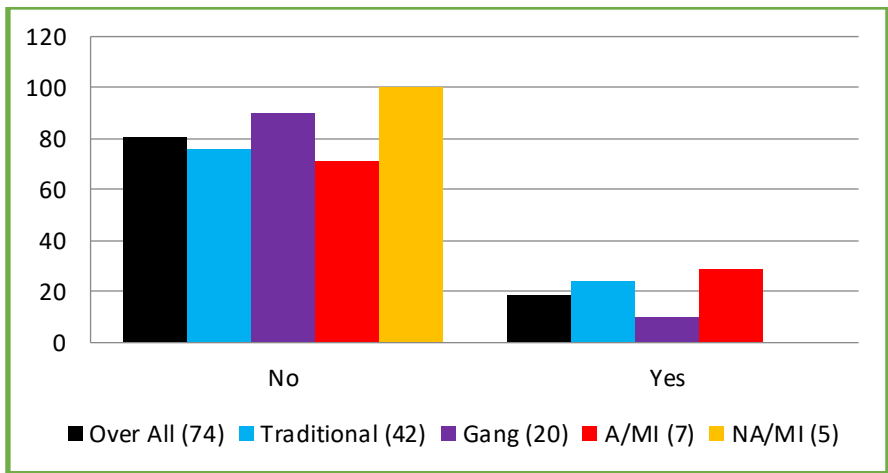


Chart 5.22. Any Evidence Perpetrator Writing/Drawing Material with Violent Themes?

SUMMARY

Evidence of prior mental health issues was found in approximately half (41%) of the offenders examined, but 53% were found to have no signs. Deeper examination revealed that certain types of offenders such as *Traditional* had very high levels of prior mental health issue, with the *Non-Associated* having the most at 80%. Just because someone has a mental health condition, it does not naturally follow that they will be taking proper medication for their medical issues. This can be for many different reasons, a major one is that maybe their mental illness condition has not been properly diagnosed nor treated. In this study 67% of the offenders were found not to be taking any type of mental health medication at the time of their violence, but 19% were. This was very true for *Associated* type offenders.

The vast majority of school violence perpetrators in this study were found to not have any significant physical health issues. The *Traditional* and *Non-Associated* were found to have some at 15% and 14%. Given the living environment and socioeconomic status of many of these offenders, it could be that they simply did not receive the proper medical attention to even diagnose a serious physical health issue.

Possibly surprising, 29% of the offenders studied came from homes where two married parents were present. A very close second though was living with a single mother. It is apparent that school violence perpetrators can come from all types of living arrangements.

There could or could not be significant family dysfunction in the homes of a school violence perpetrator. The information is vague often at best. It is obvious in many of the findings in this book that juveniles who are unhappy at home and at school are much more likely to resort to an act of school violence. This research study found significant percentages of physical abuse or neglect by parents in the lives of the school violence perpetrators. Most types were evenly distributed but the *Non-Associated* offenders appeared to have this issue the most.

There was no evidence in 81% of the cases investigated in this study, but that may have been simply due to the inherent lack of individuals being willing to report this as having occurred. The *Non-Associated* offenders in this study were found to have the greatest amount of abuse reported in this area.

As expected, the vast majority of school violence perpetrators were single at the time of their violence, although 4% of the *Gang-Related* offenders were married and very significant percentages of the *Associated* and *Non-Associated* offenders were divorced. Most offenders were found to have no evidence of significant religious involvement, but significant percentages did. This was mostly found for *Traditional* and *Non-Associated* type offenders.

Many types of offenders are going to be having some type of school disciplinary problems at the time of their violence, but many are not. It is often expected that the school violence perpetrator will be on some type of radar as having issues, but this may very well not be the case, or at least, not known. Moreover, most offenders are going to be exhibiting some type of school difficulty at the time of their violence. Although many times it may be overlooked by others or kept in secret by the offender.

Bullying is a major issue in K–12 education in America. Many of all types of perpetrators suffered from some type of bullying prior to their violent act. Offenders are going to be bullied often for many different reasons. Their masculinity or femininity will very often be subjects, but intelligence level and socioeconomic factors

will also be reasons for others to abuse them.

A significant percentage of school violence perpetrators will have recently experienced the loss of a significant relationship in their lives at the time of their violent event. This is very much the case in *Associated* and *Non-Associated* type offenders.

Most school violence perpetrators will be totally clean and sober when they commit their act of violence. This is an extremely important fact to note in that it means that they are clear and certain for the most part on their act and do not need any other intoxicant to make the act easier to commit. Most school violence perpetrators will not even have alcohol or other drugs in their possession when they are arrested for their violence, whether it is at the scene or at some point later, although a large percentage of school violence perpetrators will have a past history of alcohol and other types of drug abuse. The highest in this group will be gang related.

While it is very difficult to confirm accurately, it appears that at least the vast majority of all types of school violence perpetrators will not show evidence of being significantly negatively impacted by violent music and media. They will not have had a past of playing violent video games or reading violent materials.

ASSOCIATED AND NON-ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATOR CHARACTERISTICS OF WEAPONS USED AND INJURIES INCURRED

IN THEIR OWN WORDS

**In Response to the Sandy Hook Elementary School Shooting
on December 14, 2012**

My heart go out to those children and their families. I know that's the worse feeling a parent could ever have. In-a-way I wish I could've been there to help save the kids. Now the politicians are involved, talking about more gun control laws. I'm not anti-government, but the government in my belief is full of it. Guns don't kill people, people kill people! Everybody knows that with stricter gun control laws will only put more minorities in state and federal prisons. Instead of gun control laws the government needs to spend money on mental health programs for the youth. They promote violence but then grieve for it. I feel sorry for those kids, all I could say is this is a very cold and dark world. The person that did that, I don't think nobody pay attention to the signs. Because it's always sign. That's why I say we have to start with the youth in America. But with "Newtown" happening my hope is a little bit scattered. I feel as if when a school shooting happen rather, "Isolated" or "Mass" it hurts my case.

—BM/16/1996 (shot another student during a fight with a group of students)

Personal Comments to Author about School Violence

Before the shooting no one cared to listen to me. Now they want to listen for the wrong reasons which is why I have nothing to say. I will let XXXXXX (Victim 1) and XXXXX (Victim 2) speak for me.

—WM/17/1993 (entered class, pulled revolver and killed teacher, then a janitor who entered classroom, held class hostage for two hours)

INTRODUCTION

While the vast majority of school violence and disturbances result from daily acts of bullying and mistreatment of children, sadly, only events in which weapons were used and physical harm was caused seem to bring about the most attention. Each of the 78 incidents examined in this study involved the use of some type of weapon (ranging from a .22 caliber pistol to a propane tank). This chapter examines the findings in regard to types of weapons used and the resulting harm.

AVAILABILITY, SOURCE, AND TYPE OF WEAPONS

The following is an overview of the availability, source, and type of weapon used in the school violence incidents studied. Many of the commonly held beliefs about these issues are questioned by the current findings.

Availability of Weapons

Many argue that if weapons were less available then there would be less violence. This has led to great debate about “gun control” in the United States. Each school-related shooting brings about

renewed controversy about what should be done about the vast amount of weapons readily available to juveniles across the nation.

Were Weapons Readily Available to Shooter?

The following chart examines the findings as they relate to where the weapons used were obtained. A comparison of the *overall* findings and each of the four types of offenders is presented.

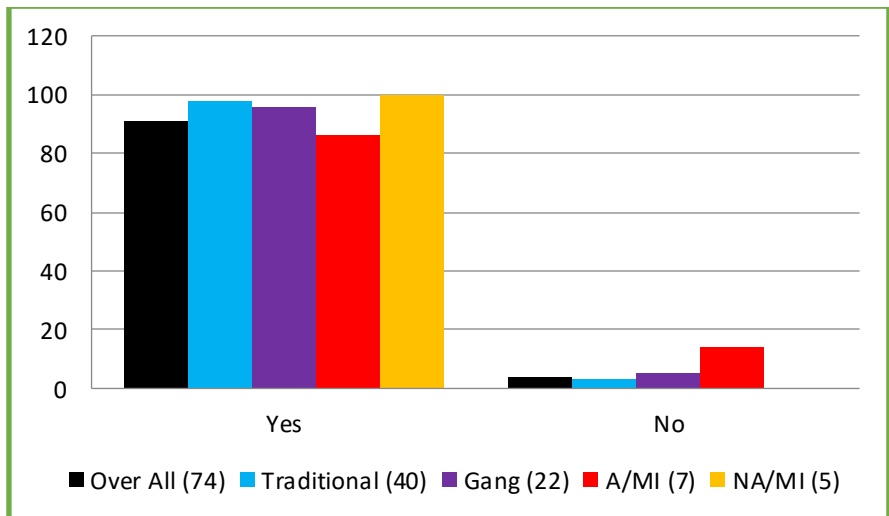


Chart 6.1. Were Weapons Readily Available To Shooter

Not surprisingly, *overall* 91% of those in this study reported that weapons were readily available to them. *Associated* and/or mentally ill school violence perpetrators reported that they simply used weapons that they legally owned (6%), while *Non-Associated* and/or mentally ill school violence perpetrators also owned the weapons used, but these weapons were most items such as vehicles, propane tanks, and machetes.

Source of Weapons

It is obvious and not surprising that weapons of all types are readily available in the United States. It is argued by many that only “criminals” have weapons and that they illegally enter the homes of “law abiding” individuals and steal them. The following is an

overview of where the school violence perpetrators obtained the weapon which was used in their violent act.

Where Was Gun/Weapon Obtained?

As evident in the prior discussion, weapons are not difficult to obtain for those who wish to use them to cause violence. *Overall*, most weapons (27%) were stolen from parents, but many (17%) were reported to be provided by friends. The generally older *Associated* and/or mentally ill school violence perpetrators reported that most of them (21%) were obtained as gifts from their parents. Interestingly, the *Non-Associated* and/or mentally ill school violence perpetrators almost equally (14%) reported that their weapons were obtained as gifts from parents, stolen from parents, gifts or loans from friends, and purchased legally.

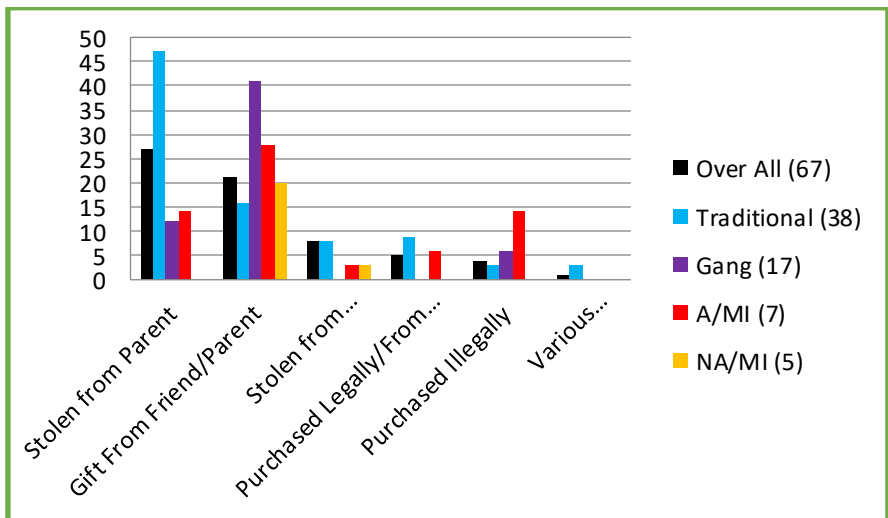


Chart 6.2. Where Was Gun/Weapon Obtained?

Number and Types of Weapons

Incidents where large caliber or large numbers of weapons are used seem to receive the most attention and resulting headlines. While the number of weapons used in acts of school violence varies greatly, it becomes apparent that the variance is probably due to the various types of offenders and their intentions.

Number of Weapons

The following examines the number of weapons in possession of the various types of school violence perpetrators at the time of their violence. The vast majority (85%) used only one weapon during their act of violence (see chart 6.3).

In contrast to other groups, *Associated* and/or mentally ill school violence perpetrators had one weapon a little over half the time (57%) and two weapons 29% of the time, but 14% did have at least six weapons with them at the time of their offense. The *Non-Associated* and/or mentally ill school violence perpetrator most often had one weapon (80%) and secondly had two weapons 20% of the time.

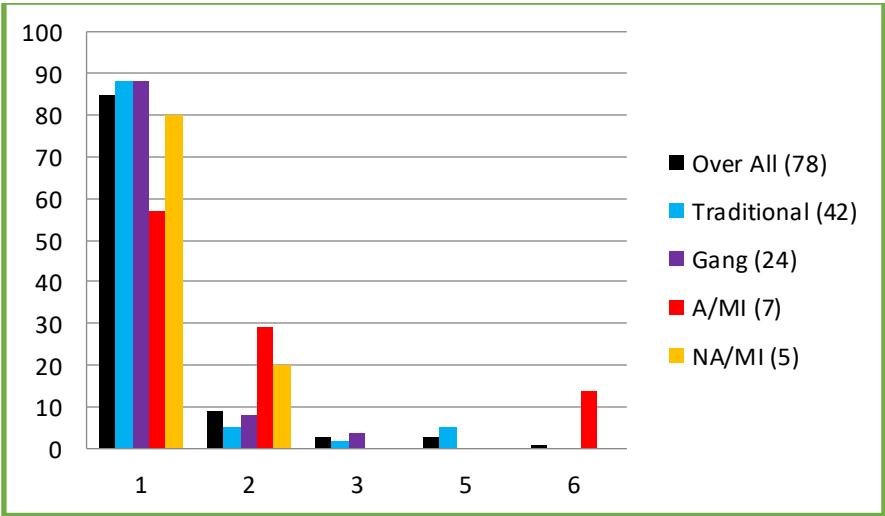


Chart 6.3. Number of Weapons

Rounds of Ammunition Available

The following is a seldom examined topic in school violence research: the actual number of rounds with and available to the offender. The chart below examines the number of rounds with the various types of school violence perpetrators at the time of their violence.

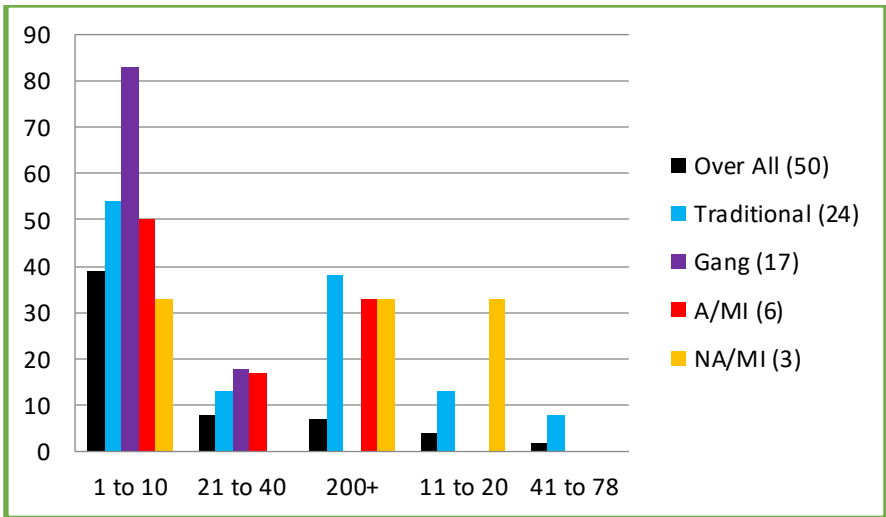


Chart 6.4. Rounds of Ammunition Available

Obviously, the number of weapons during an incident is important, but the amount of damage that weapon can do, will vary on the amount of ammunition available (see chart 6.4). An examination of these incidents found that, *overall*, 39% of the offenders had 1 to 10 rounds available to them, generally based on the capacity and number of bullets the particular weapon would hold. The *Associated* and/or mentally ill school violence perpetrators findings are interesting in that 33% of these offenders had 1 to 10 rounds, but the same percentage had 11 to 20 and over 200 rounds. *Non-Associated* and/or mentally ill school violence perpetrators were similar for those that used actual handguns or long arms; 50% had 1 to 10 rounds, but 33% had over 200 rounds available.

Types of Weapons Used: Pistols/Handguns

There is a common perception that most school violence incidents involve semi-automatic high powered weapons. Chart 6.5 examines whether this is true in most cases. The type of weapons used by school violence perpetrators are examined as to the use of pistols and handguns.

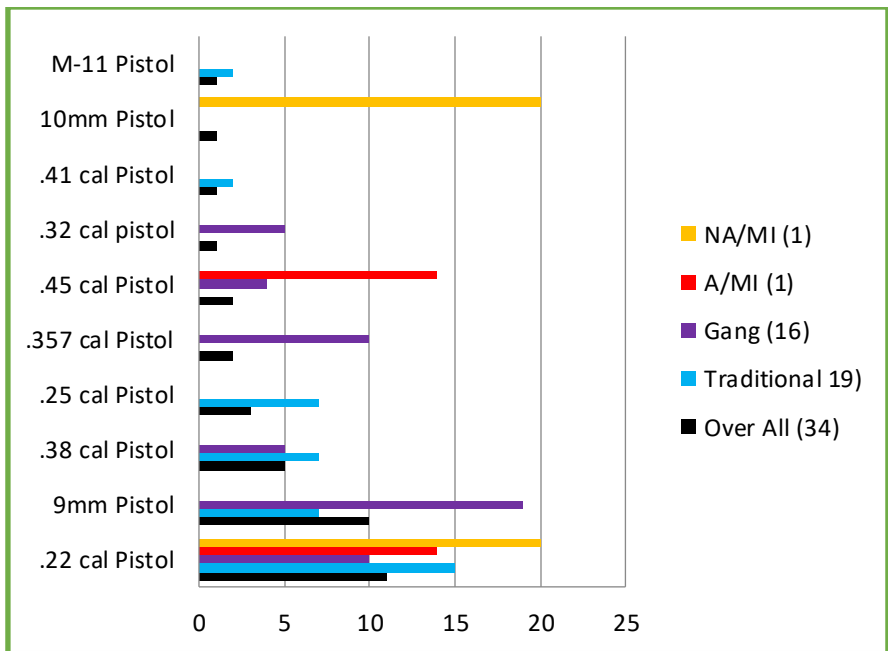


Chart 6.5. Types of Weapons Used: Pistols/Handguns

Given the large number of different types of weapons used by offenders, the findings in this area have been divided by *overall* type of weapon: pistols/handguns, shotguns/rifles, multiple weapons, and other types (see chart 6.5). As for handguns, *overall*, 11% of offenders used a .22 caliber pistol. Although, a 9mm semi-automatic handgun was a very close second choice (10%) for offenders.

The *Associated* and/or mentally ill school violence perpetrators were almost evenly distributed between use of .22 caliber pistols (14%) and .45 caliber hand-guns (14%). *Non-Associated* and/or mentally ill school violence perpetrators were divided evenly between .22 caliber pistols and 10 mm pistols (20%) and were more likely to use other types of weapons.

Types of Weapons Used: Shotguns/Rifles

Type of weapon used in regard to shotguns and rifles is examined in the following (see chart 6.6). It is a common perception that in most school violence incidents a long gun, like the AK-47, is the weapon of choice. This is not the case for all types of school

violence perpetrators.

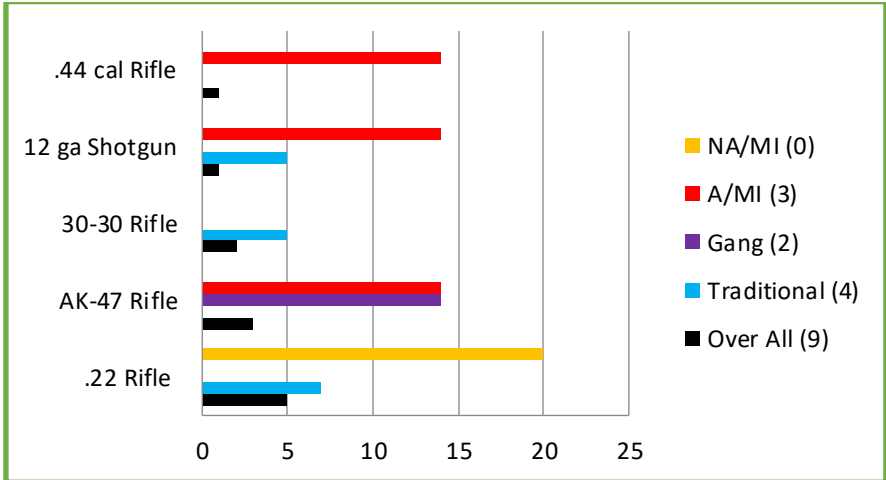


Chart 6.6. Types of Weapons Used: Shotguns/Rifles

While not used as often *overall*, shotguns and rifles made up a significant percentage of the types of weapons used. In these incidents, 12% involved weapons ranging from a common 12-gauge shotgun to the less common AK-47. Interestingly, the *Associated* and/or mentally ill school violence perpetrators used the 12-gauge shot-gun, .44 caliber rifle, and AK-47 equally at 14%. For the *Non-Associated* and/or mentally ill school violence perpetrators, only 20% used a long gun, a .22 caliber rifle.

Types of Weapons Used: Other Weapons

While the use of a knife in a school violence incident is neither surprising nor uncommon, there are many other types of weapons used as well. When examining certain types of offenders, interesting trends reveal themselves in the choice of other types of weapons (see chart 6.7).

It is assumed that a firearm, most often a handgun, is used in almost all school violence incidents. This study found that 15% of these incidents involved common household items being used as weapons. *Overall*, 10% of the incidents involved the use of a knife of some type. For *Associated* and/or mentally ill school violence perpetrators, 14% used common items such as machetes and

baseball bats to harm students at the schools they attacked, while *Non-Associated* and/or mentally ill school violence perpetrators¹¹ used a knife or their own car (20%) of the time.

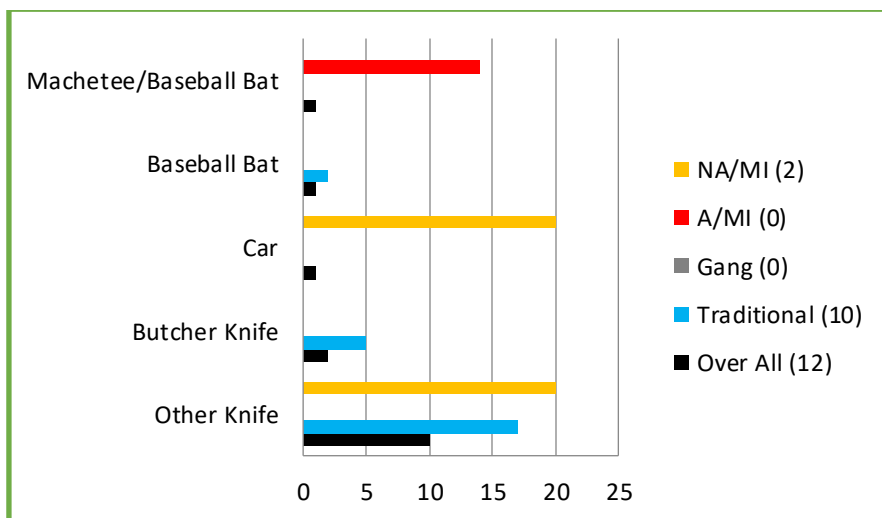


Chart 6.7. Types of Weapons Used: Other Weapons

Types of Weapons Used: Multiple Weapons

While the vast majority of serious school violence incidents only use one weapon, some do involve multiple weapons. Chart 6.8 examines this as it pertains to type of weapons used and type of offenders.

Fortunately, the vast majority of the incidents (85%) only involved one weapon (see chart 6.8). *Overall*, only 5% of the incidents found the offender to have more than one weapon. Unfortunately, *Associated* and/or mentally ill school violence perpetrators were found to have at least two weapons 20% of the time, and *Non-Associated* and/or mentally ill school violence perpetrators were found to be the same, at 14% of the time.

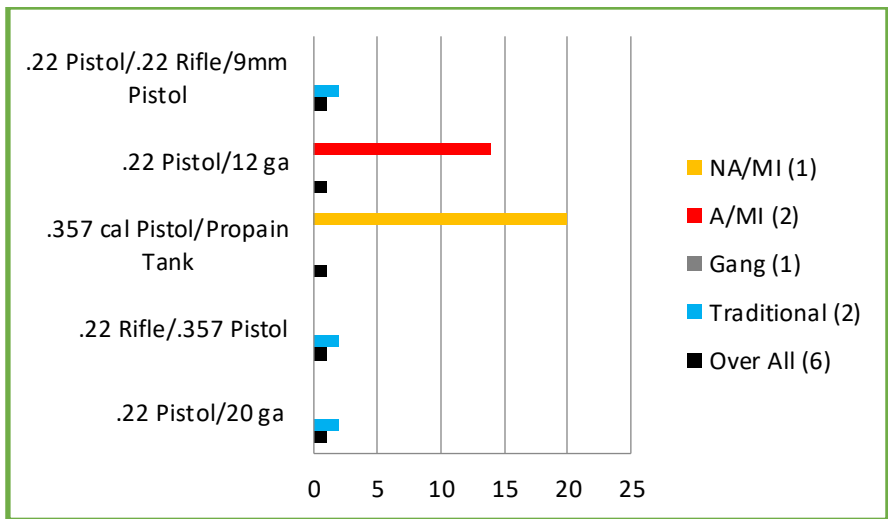


Chart 6.8. Types of Weapons Used: Multiple Weapons

INJURIES AND DEATHS

Much of the horror of a school violence or disturbance event becomes evident when examining the number and types of injuries and deaths. The following sections discuss the numbers injured and killed and the number of potential victims in school violence events.

Potential Victims

Trying to determine the number of potential victims for any type of violence is difficult. This is extremely true when studying school-related violence. The number of potential victims may be reported as only the students in a particular classroom or hallway (2 to 10) or, in some random shootings, the entire study body (1501 or more) might be at risk. Attempting to examine the number of potential victims is difficult given the myriad types of school violence incidents. Obviously, when a violent act occurs on or near a school's property, all children are at risk.

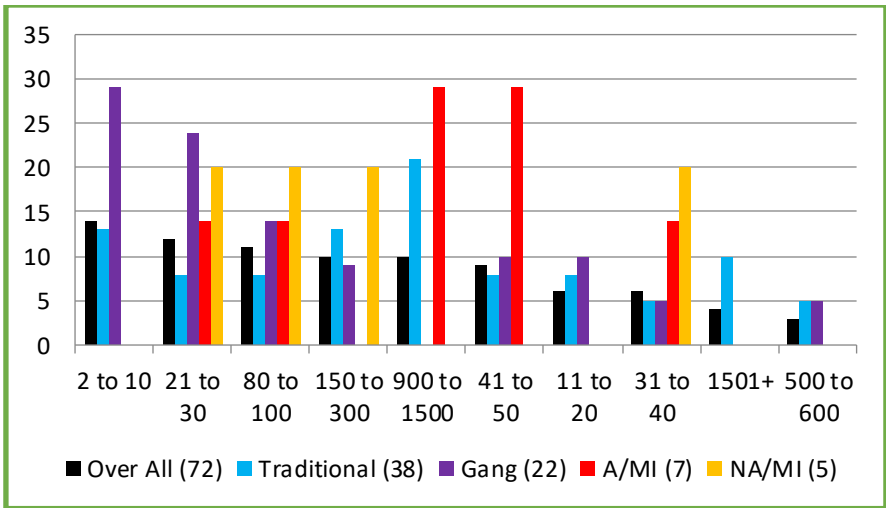


Chart 6.9. Number of Potential Victims

Overall, 14% of the incidents had 2 to 10 potential victims and 4% had over 1,500 potential victims (see chart 6.9). *Associated* and/or mentally ill school violence perpetrators ranged equally (14%) between potential victims from 21 to 300. This is probably due to the fact that most of these types of offenders have a target in mind (e.g., past teacher, coach, or principal) and seek that individual out upon whom to commit their violence. *Non-Associated* and/or mentally ill school violence perpetrators follow this same pattern (20%), although they are simply targeting the entire school, often smaller rural or suburban schools.

Injured and Killed

In almost all of the school violence incidents reviewed in this study, some form of physical harm was incurred by one or more victims. All, of course, resulted in some type of mental or psychological harm to those involved. Some of incidents even involved others killed or injured prior to or after the school violence incident but not on school grounds. In a few cases offenders had killed a parent before coming to school and others while fleeing the scene of their crime.

Killed or Injured Anyone outside School before or after School Incident

In connection with some school violence incidents, others are injured or killed prior to or after the event at the school. The following chart exams this occurrence by type of school violence perpetrator.

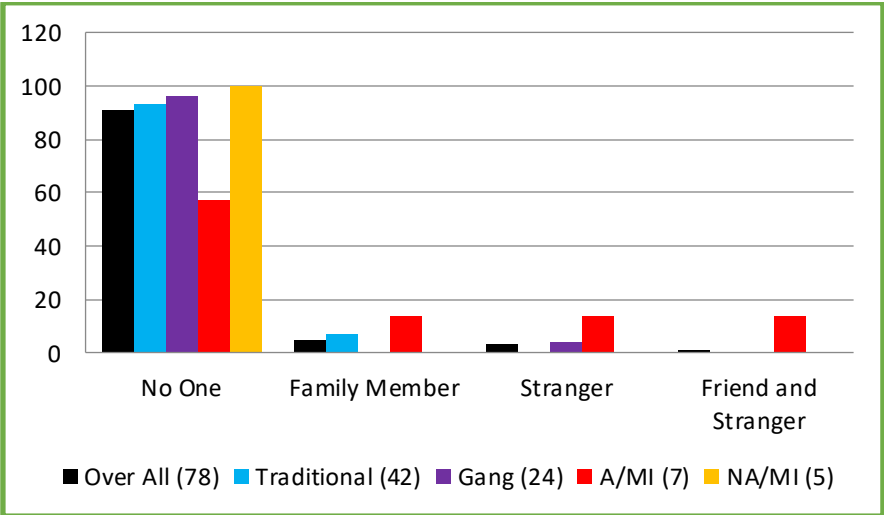


Chart 6.10. Killed or Injured Anyone outside School before or After School Incident

Overall, the vast majority (91%) of offenders did not harm anyone else before or after their school-related episode, but some did (8%). For *Associated* and/or mentally ill school violence perpetrators, almost half (42%) did actually hurt others prior to seeking their target at a school, but *Non-Associated* and/or mentally ill school violence perpetrators did not do so at all (100%).

Number Killed

Unfortunately, many lose their lives each year to school violence incidents. The following chart examines this as it pertains to the various types of school violence events.

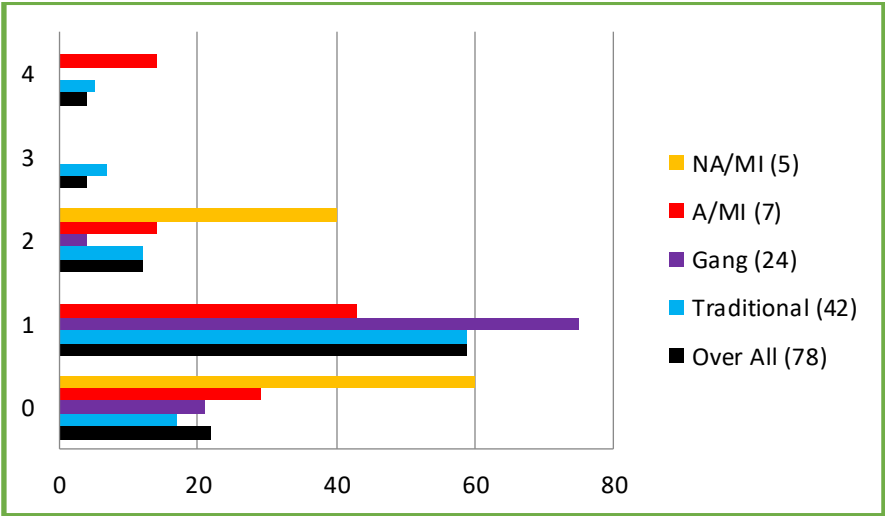


Chart 6.11. Number Killed

Overall, in at least 22% of the incidents researched, no one lost their lives, but 78% of the events ended with at least one life lost. *Associated* and/or mentally ill school violence perpetrators did not take a life in 29% of their incidents, but were responsible for at least 4 deaths in 14% of their acts. A similar trend is found in *Non-Associated* and/or mentally ill school violence perpetrators. This group did not take a life in 60% of their attacks, but took 2 in 40% of the attacks.

Number Injured

While everyone involved in a school violence event can be considered a victim, many receive injuries in which they must receive medical attention. The following chart examines the number injured in the various types of school violence incidents.

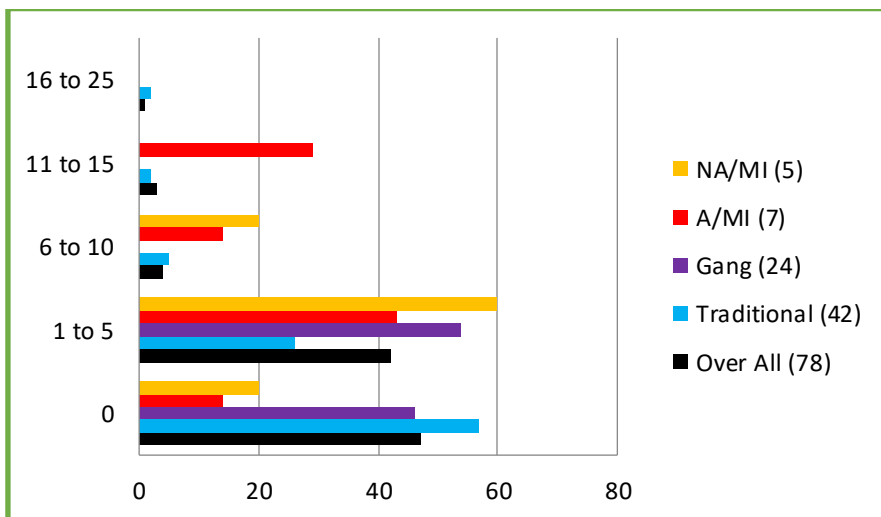


Chart 6.12. Number Injured

Chart 6.12 examines the findings related to the number injured during the events researched. This does not include the number of individuals who lost their lives, which was examined in the prior discussion. *Overall*, 47% of the incidents experienced no injuries, but 42% did have at least one individual injured. A trend which is extremely frightening is the fact that 86% of all attacked by *Associated* and/or mentally ill school violence perpetrators resulted in the harm of others at a school. This finding was the same for *Non-Associated* and/or mentally ill school violence perpetrators, with 80% of their attacks resulting in one to ten individuals harmed.

SUMMARY

It appears that in the vast majority of incidents, weapons were readily available to the perpetrator. This was true for all four types of school violence offenders. These weapons were more than likely obtained from the offender's home or given to them by a family member or friend. In the case of *Traditional* and *Gang-Related* perpetrators they were most often stolen. Fortunately, most offenders of all types used only one weapon, but those who were older and targeted the school for other reasons (as a symbol

or place of innocence) often attacked the schools with multiple weapons including vehicles and propane tanks.

The typical offender will commit their act of violence with only one weapon, but may have up to 200 rounds of ammunition with which to do so. They will most often use a small caliber handgun, but some do use up to and above the power of an assault weapon. It must be noted that some offenders who target schools for other than rational targets reasons such as the *Non-Associated* type offenders, will attack schools with vehicles and other incendiary devices.

The number of potential victims will be determined by the location of the event. There is a vast difference between an event on a school bus holding 20 students and a cafeteria holding 100 students. There are also the incidents in which a drive-by type of shooting occurs across the front windows of a school. In these cases all 500 students in the affected class rooms could be at risk. When examining the characteristics of victims several interesting trends are discovered. In some incidents the offender takes the life of a family member before they commit their act at a school, but very often this occurs immediately prior to their arrival at the school. This does not generally allow the initial violence to be discovered prior to the school event occurring.

Unfortunately, in the vast majority of school violence incidents at least one person is going to be injured—75% of the time someone will die. In *Traditional* school violence acts, random people will be injured most of the time, but in *Gang-Related* incidents their target will be the only one injured.

This is true in *Associated* and *Non-Associated* incidents, too. Those who have identified individual targets will most often injure or take the life of that individual, but no other. On the other hand, those who wish to do as much damage as possible to a certain group or institution will often hurt anyone they encounter as they carry out their act of violence.

ASSOCIATED AND NON-ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATOR CHARGES, TRIALS, PLEAS, CONVICTIONS, AND SENTENCES

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

I agree that it has been understudied in serious circles, and “over-studied” in the forum of talk shows and media sound bites. In addition to my own experience I have followed the phenomenon in the latter instance and, preferably, in the former. (Serious avenues such as Frontlines “The Killer at XXXXXXX High” and the book Columbine). It has given me a fair amount of insight. I believe there are commonalities in most of the school shootings (at least the student vs. student and/or teacher variety) which are confoundingly overlooked. And which, if understood better and more widely, would be a great tool in prevention.

—WM/14/1986 (failing a class, tried to kill the teacher, but shot and killed her substitute and injured a vice principal and two other students)

I do take full responsibility of my actions, though. Being

incarcerated this long I have educated myself. And I'm more in-tune with what I consider the reasons and why's incidents occurred, but to be honest I could only speak for myself My upbringing and surroundings of growing up in a inner-city like XXXXXXXX I was basically born into gang life. Not only that but drugs, guns, violence, unstable households was sort of a way of life. I did make bad choices however, in-a-way I never had a chance to grow due to my surroundings. I don't know if I'm a victim of circumstances, or product of my environment. But it's a fact that I've victimized so many by what happened with the case I'm in here for: Yes I was crucified by the local media, and the victim was looked at as an angel when we both were known gang-members. However, we both were trying to just go to school, hoping to strive for our dreams. I know I was!

—BM/16/1996 (shot another student during a fight with a group of students)

I grew up playing sports, which is how I got my nickname "XXXX" from the legendary XXXXY XXXX. Sports became secondary once the street's got a stranglehold of my heart, mind, body, and my soul would be latter confiscated by the commonwealth of XXXXXXXXXXXXX.

—BM/16/2004 (shot and killed another student in a group fight a few minutes after their high school graduation)

INTRODUCTION

Examining the charges, trials, pleas, convictions, and sentences of any type of criminal offender is difficult, but extremely so in researching school violence perpetrators. Given the age of most offenders and the ensuing massive media attention, facts often become blurred with assumptions and misreporting, and are convoluted at best. Moreover, what the person actually did versus what they are charged with versus what they are eventually

convicted of can be very different. Most states require a juvenile court hearing before a juvenile can be charged and tried as an adult. Some states, though, allow prosecutors to immediately charge a juvenile as an adult if they are at a minimum age (e.g., 14) and commit a violent felony (e.g., homicide).

As stated previously, descriptive data (165 variables) from publicly available secondary sources (e.g., news reports, journal articles, court transcripts, and case studies) were collected for 78 identified currently incarcerated perpetrators of school violence and their events. In addition, demographics, state-level variables, characteristics of events, victims, prosecution, weapons, family, school, peers, and so forth, were also collected. This chapter, like all the chapters in part one, was developed from the analysis of this data.

CHARGES AND TYPES OF TRIALS

This chapter examines the charges and types of trials the four types of school violence perpetrators faced. Their charges and defenses as well as type of trial are presented. Offender's pleas, convictions, and sentences are also explored.

Charges and Defenses

In examining the charges, types of trial, and defenses of school violence perpetrators, various interesting findings present themselves. While these offenders commit common acts of violence, committing them on school grounds or at school events make them unique in many ways. An offender who uses a firearm in the commission of a crime can receive additional charges and eventual years of punishment in most states. But if this firearm is used on school grounds then, in most states, the offender can actually be charged with each bullet in that firearm as separate charges. Thus the firearm possession is a charge, the number of bullets in the possession of the offender are separate charges, and then, separately, any another crimes committed.

Number of Different Charges

The following chart examines the number of different charges the various types of school violence perpetrators experienced. In the cases examined in this research, the number of different charges mirrored what most offenders experience in the criminal justice system in America.

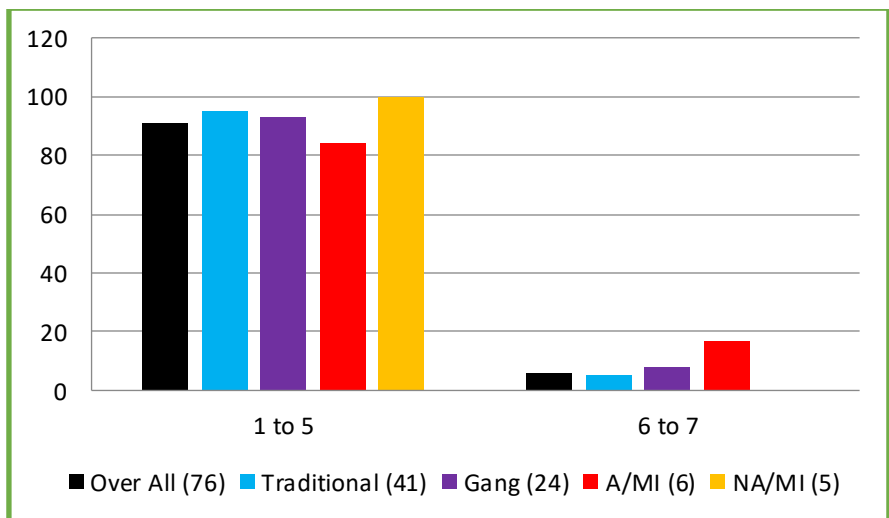


Chart 7.1. Number of Different Charges

It is not uncommon in prosecutions to “stack” charges against certain types of offenders. That is, filing as many charges as possible against a person in hopes that it may lead to a plea bargain or guilty plea if the more serious charges are dropped or reduced. *Overall*, this does not seem to be the case in the incidents studied. Of these incidents, 91% resulted in 1 to 5 charges, while only 6% brought about more than 6 to 7 charges.

This trend was the same in all types of offenders with *Traditional* school violence perpetrators at 95%, *Gang-Related* school violence perpetrators at 93%, and *Associated* and/or mentally school violence perpetrators at 84%, although *Associated* offenders did receive more than 5 charges in 17% of the cases. One hundred percent of *Non-Associated* and/or mentally ill school violence perpetrators received only 1 to 5 charges.

Type of Trial

Unlike most other type of criminal prosecutions, ones related to school violence result in more jury trials. This is due to the fact that many of these individuals involved in this study were juveniles (under the age of 17) and were either charged initially as adults or waived to adult court. In many states individuals as young as the age of 14 can be charged initially as an adult if they are charged with certain violent offenses. Also, these types of offenders are more likely to offer defenses of being mentally ill at the time of their act or under some type of duress.

Chart 7.2 is an overview of the type of trial that the offenders in this study experienced. At this point different trends emerge which are very different than what is found in studying the trials of other types of offenders.

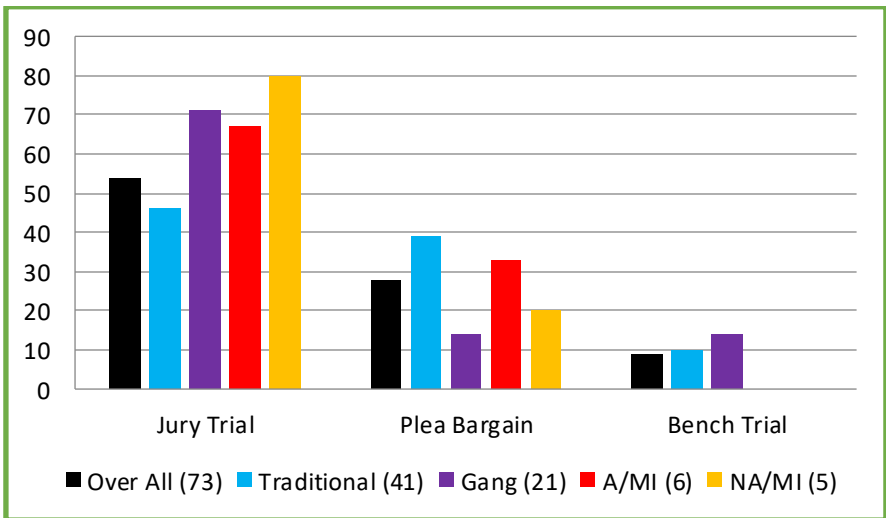


Chart 7.2. Type of Trial

Overall, only 28% of these incidents resulted in a plea bargain (i.e., agreements between defendants and prosecutors where defendants agree to plead guilty to some or all of the charges against them in exchange for concessions from the prosecutors). Of these incidents, 54% resulted in defendants pleading not guilty and requesting a jury trial. An interesting trend is found in studying these incidents closer.

The *Associated* and/or mentally school violence perpetrators (67%) and *Non-Associated* and/or mentally school violence perpetrators (80%) followed the same trend but for different reasons.

Pleas

Another interesting trend is revealed by examining the pleas that school violence perpetrators initially enter. There is also an interesting difference in considering the number which do and do not accept plea bargains.

Was There a Plea Bargain?

Chart 7.3 examines whether a plea bargain was accepted by the various types of school violence perpetrators. While plea bargains are extremely common in most criminal prosecutions and convictions, this is not the case in school violence perpetrators.

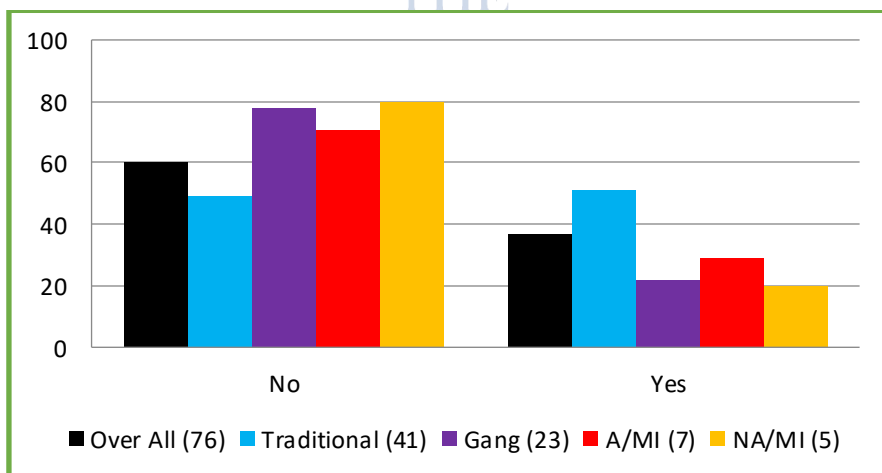


Chart 7.3. Was There a Plea Bargain?

The immediately apparent trend for school violence perpetrators is that, *overall*, over half (60%) do not accept a plea bargain and decide to face a trial (see chart 7.3). As will be examined further in this chapter, many offer various types of defenses for various other reasons.

Gang-Related school violence perpetrators at 78% and

Non-Associated and/or mentally school violence perpetrators at 80% contribute the most to the number who do not accept plea bargains. *Associated* and/or mentally ill school violence perpetrators fall between these two groups at 71%. Closer examination of the individual cases involved in this research reveal the answer for this trend. *Gang-Related* offenders often enter not guilty pleas and offer alibis or argue that they were only using self-defense means to save their own lives. The *Associated* or *Non-Associated* offenders often enter pleas of not guilty of reason of insanity to other types of mental health defenses.

Not Guilty by Reason of Insanity as Defense at Trial or in Plea Agreement

In most cases, a defendant claiming insanity is pleading “not guilty by reason of insanity” (NGRI) or “guilty but insane/mentally ill” in some jurisdictions. If successful, the verdict/sentence may result in the defendant being committed to a psychiatric facility for an indeterminate period. Chart 7.4 is an examination of how many and what type of school violence perpetrators chose this as an option in their defense.

Overall, most (78%) do not use this plea, but a significant number of certain types of school violence perpetrator do make this plea.

This trend is not the same for the last two types of offenders. While most are unsuccessful, 71% of the *Associated* and/or mentally school violence perpetrators did use this plea, and 60% of the *Non-Associated* and/or mentally school violence perpetrators did as well.

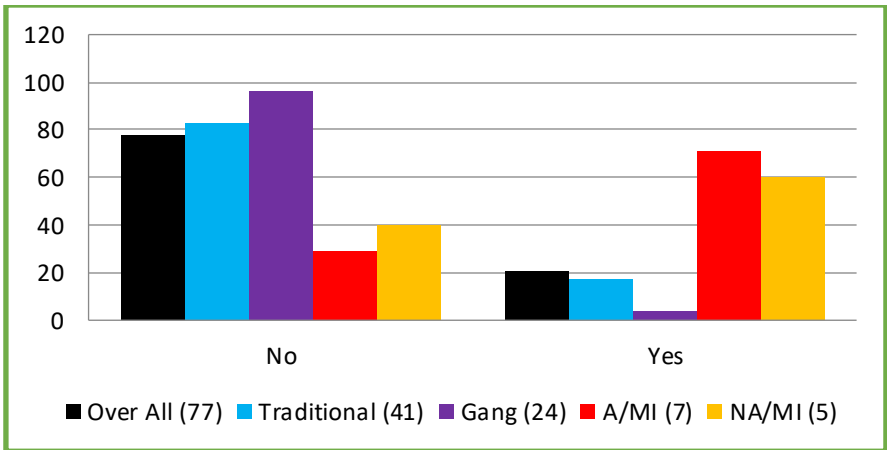


Chart 7.4. Not Guilty By Reason of Insanity as Defense at Trial or in Plea

Guilty but Mentally Ill as Defense at Trial or in Plea Agreement

Guilty but mentally ill is a verdict available in some jurisdictions in cases involving an insanity defense. In these verdicts the defendant is considered as if having been found guilty, but is committed to a mental hospital rather than imprisoned. This is most often decided if a court ordered mental health examination shows a need for psychiatric treatment.

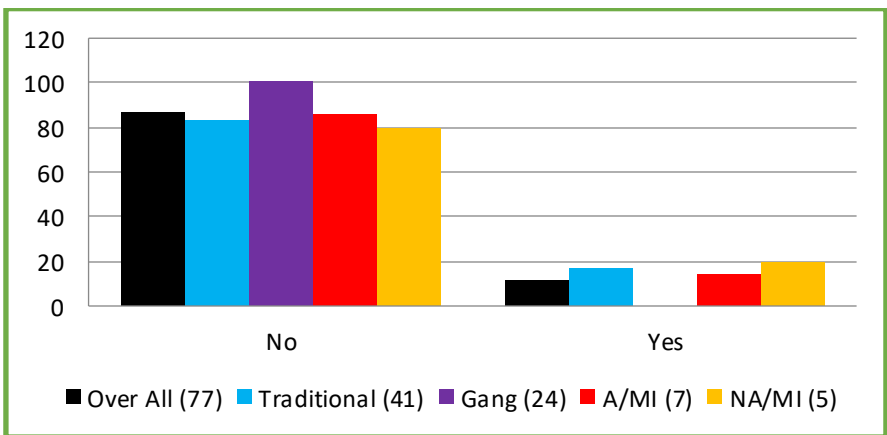


Chart 7.5. Guilty but Mentally Ill as Defense at Trial or in Plea Agreement

Overall, this type of plea was used less (12%) than the not guilty by reason of insanity plea for all four types of offenders. One

factor that may have had an impact on this finding is the limited number of states which allow this as a choice in a plea agreement.

Another relatively significant percentage (14%) of the *Associated* and/or mentally school violence perpetrators used this plea, and the largest percentage using the plea (20%) was the *Non-Associated* and/or mentally school violence perpetrators.

Convictions

As with most criminal charges, defendants in school violence events are almost always convicted. Given the acts and the individuals involved, most offenders are captured at the scene of the crime or surrender at the time of the event. Only the *Gang-Related* types of offenders flee the scene often, to be arrested at a later time.

Conviction Counts

Below is an overview of the various charges that the school violence perpetrators in this study received. Not surprisingly, a number of different types of charges are placed upon individuals who commit criminal offenses on K–12 school grounds.

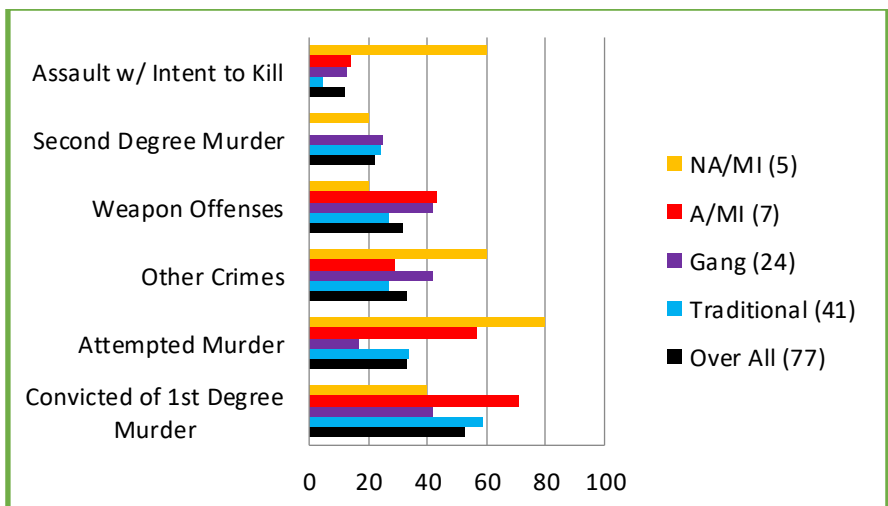


Chart 7.6. Dominant Conviction Counts

Interesting trends are discovered in examining the primary charges against school violence perpetrators. Approximately half (53%) are charged with first-degree murder and one-third (33%) are charged with attempted murder and various other offenses, including extra charges of having and using a firearm on school property.

Associated and/or mentally ill school violence perpetrators had the highest percentage of individuals being charged with first degree murder at 71%. This is probably due to the targeting of one or two individuals and seeking them out at a former school attended and the premeditation involved in their act. This is one area where the *Non-Associated* and/or mentally ill school violence perpetrators are unique; given their random attacks on a K–12 school, they are charged with a multitude of offenses and, fortunately, do not take as many lives as the other types of offenders.

Overall, a few interesting findings occur in looking at the lesser charges placed against school violence perpetrator (see chart 7.7).

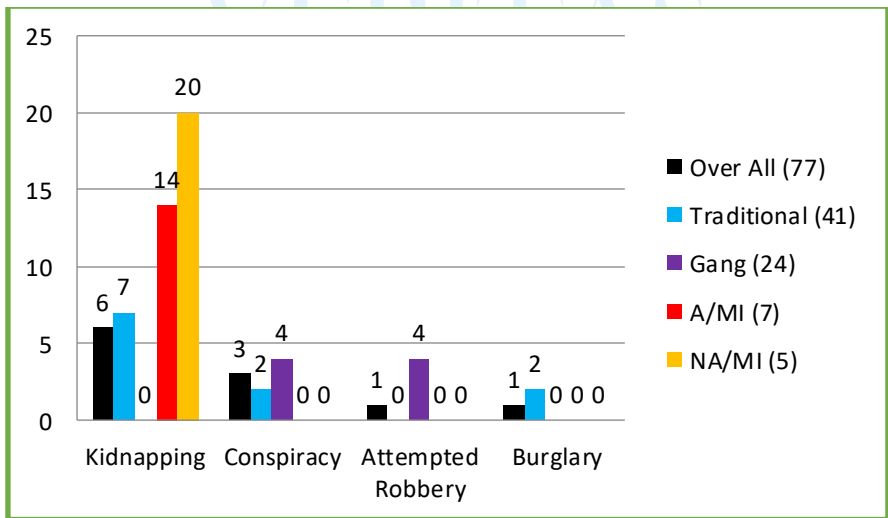


Chart 7.7. Lesser Conviction Counts

The *Associated* and/or mentally ill and *Non-Associated* and/or mentally ill school violence perpetrators did not receive any of these charges. This was due to the crime committed and the targeting of individuals for other reasons.

Number of Conviction Counts

In conjunction with examining the number and types of criminal charges received by school violence perpetrators, exploring the number of actual conviction is illuminating as well. Chart 7.8 is an overview of the number of conviction counts the various types of school violence perpetrators received in this study.

Overall, 39% were convicted of 2 to 4 different offense (see chart 7.8). A very close second were convicted of only one offense, at 33%.

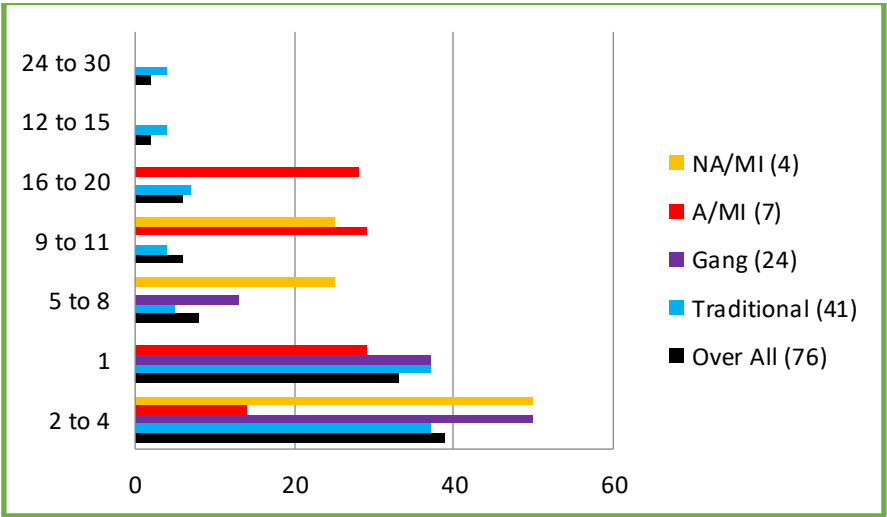


Chart 7.8. Number of Conviction Counts

The *Associated* and/or mentally ill school violence perpetrators had 29% and 28% respectively between 9 to 11 and 16 to 20 different convictions. The *Non-Associated* and/or mentally ill school violence perpetrators followed this as well with half (50%) receiving 2 to 4 convictions but the other half receiving 5 to 11 conviction counts.

Sentences

In examining the sentences received by the school violence perpetrators, the expected trends are revealed. The following is an overview of the original sentences of the offenders reviewed in this research.

Original Sentence Received

As with all types of criminal offenders, it is difficult to track their original sentence to the sentence that they may be currently serving. For this research it was determined that examining the original sentence of these types of offenders for comparison might be interesting. Chart 7.9 is an overview of those findings.

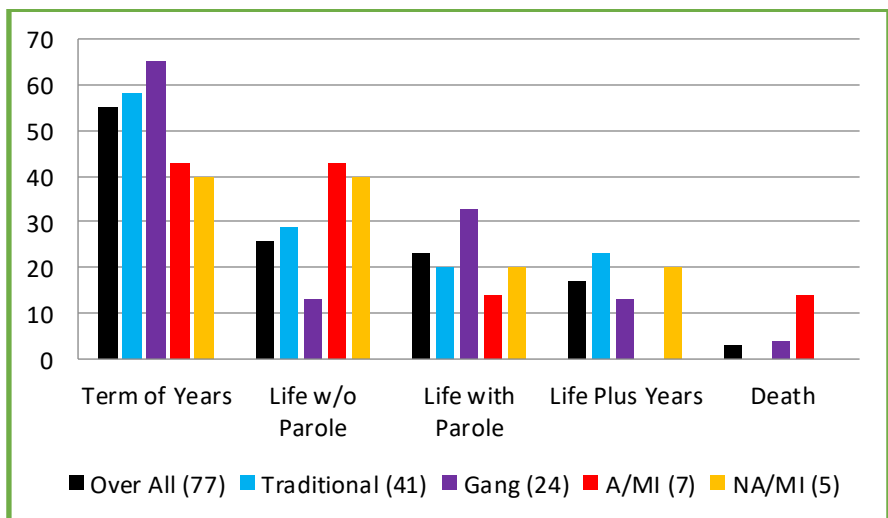


Chart 7.9. Original Sentence Received

Overall, over half (55%) received a term of years. Below is an overview of how these terms of years were distributed between the various types of offenders reviewed in this research. This was the primary initial sentence for all types of offenders.

The *Associated* and/or mentally school violence perpetrators had the largest percentage given the death penalty (14%) and 43% received life without parole sentences. *Non-Associated* and/or mentally ill school violence perpetrators were very high in receiving a term of years (40%) and life without parole (40%).

Minimum Number of Years Sentenced

Any examination of sentences given to a group of offenders from across the United States is very difficult at best. Given the varying statutes and sentencing structures, myriad sentences are discovered. Also, when examining individuals who have multiple charges, each mandating a sentence, the confusion increases greatly. The following section attempts to examine the minimum number of years that these types of criminal offenders received.

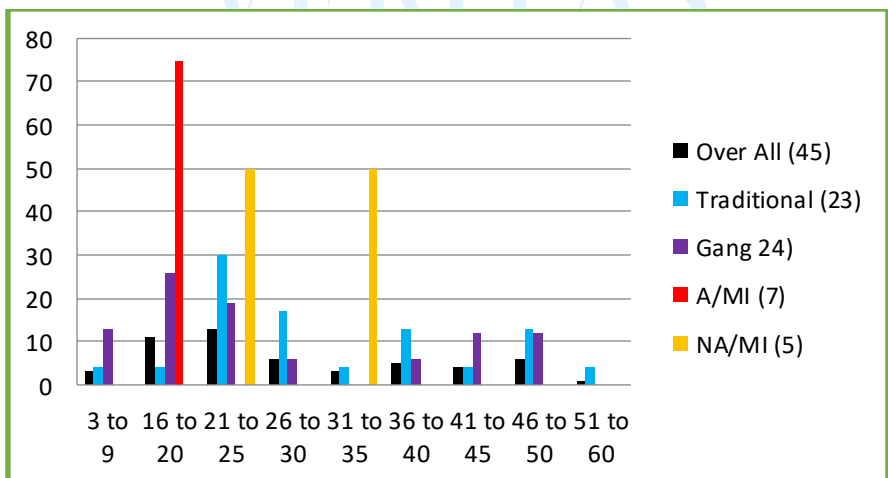


Chart 7.10. Minimum Number of Years Sentenced

As in many areas of this part of the examination of school violence perpetrators, there is great variation in regards to the minimum number of years these offenders received (see chart 7.10). *Overall* a very slight majority received a minimum of 21 to 25 years

at 13%.

The *Associated* and/or mentally ill school violence perpetrators have a definite trend of receiving a minimum of 16 to 20 years, at 75%. This is the same for the *Non-Associated* and/or mentally ill school violence perpetrators at 50% receiving 21 to 25 years and the other half receiving 31 to 35 years.

Maximum Number of Years Sentenced

The following is an examination for comparison in the maximum number of years these types of offender receive. Given the varying characteristics of crimes which occur on K–12 campuses, the sentences vary greatly as well.

Overall the maximum number of years received vary greatly given the various types of offenses committed on school property across the United States (see chart 7.11). On average 12% to 9% receive significant numbers of years, at 21 to 75 years.

Associated and/or mentally ill school violence perpetrators were constant at 33% receiving the maximum number of years at 16 to 35, but 33% also received over 100 years. *Non-Associated* and/or mentally ill school violence perpetrators were interesting in that, in this study, they all received 21 to 35 years maximum.

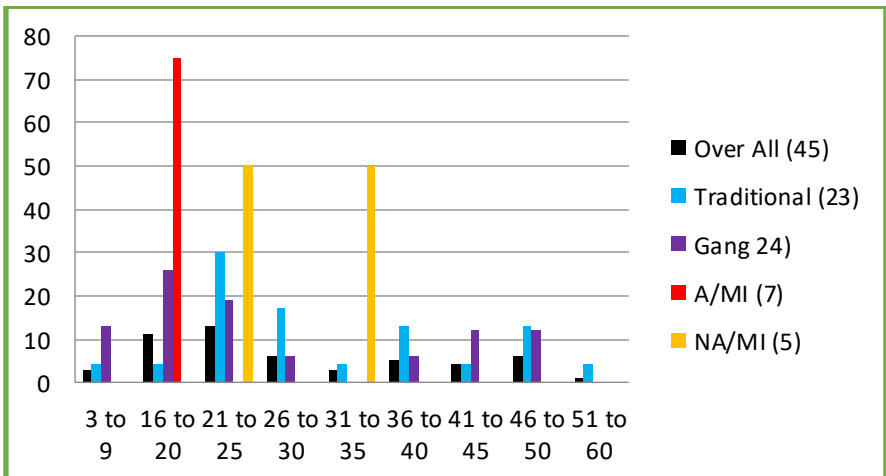


Chart 7.11. Maximum Number of Years Sentenced

Eligible for Parole

Chart 7.12 offers a comparison of the types of offenders as to whether they are eligible for parole. The eligibility is examined as it pertains to the four types of school violence perpetrators.

Finally, in regards to the percentage of offenders eligible for parole, a little over half (53%) may one day be paroled (see chart 7.12).

The two groups that have the highest percentage of offenders who are not eligible for parole are the *Associated* and *Non-Associated* school violence perpetrators. The highest percentage group is the *Associated* and/or mentally ill school violence perpetrators at 71%. Second only to *Gang-Related* offenders (68%), *Non-Associated* and/or mentally ill school violence perpetrators are at 60%. In closer examination of the actions committed by these types of offenders it is apparent that courts wish to protect society in general from this type of offender. Often there assaults are premeditated and, with the *Non-Associated*, may have no rhyme or reason except to take the lives of young children.

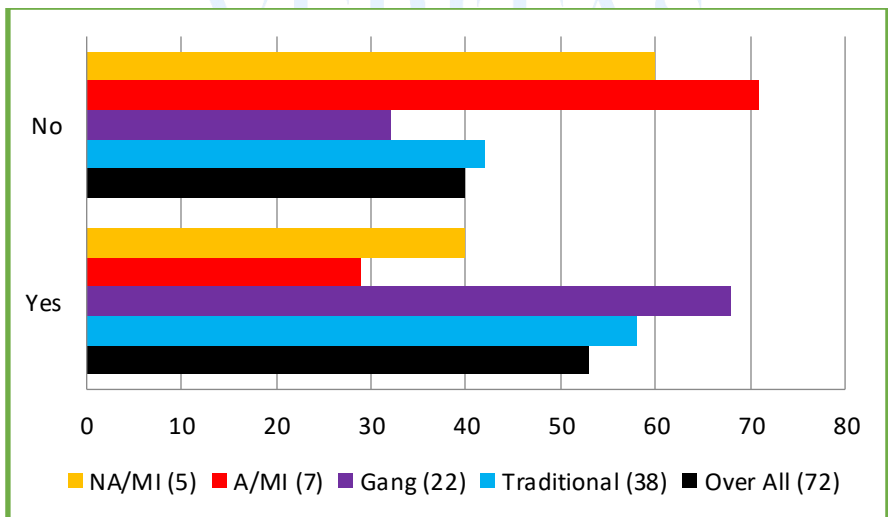


Chart 7.12. Eligible for Parole

SUMMARY

The average school violence incident will result in from one to five

different charges against the offender. Some of these charges are unique given that the criminal act occurred on school property which bring about a number of additional criminal charges. In contrast to many other types of offenders, school violence perpetrators appear to seek jury trials and do not accept plea bargains as readily. Again, this is probably due to the age of the offenders and the various defenses they offer given the uniqueness of their crime and choice of location to commit it.

Over half of the school violence perpetrators examined in this study did not accept a plea bargain and sought a jury trial instead. The *Traditional* type of offender did accept a plea bargain in half of their incidents, but this was, again, probably due to their young age and having sought some type of eventual release date so they could have some type of future life. Most school violence perpetrators do not use the not guilty by reason of insanity plea or seek the guilty by reason of insanity verdict. This is somewhat surprising given the crimes committed, but may also be that these are the most difficult pleas and verdicts to seek in a criminal trial.

Given this form of violence and the targeting of a certain individual(s) at a school, there are very high rates of deaths encountered. In that many of these deaths involve premeditation, many result in juveniles being charged as adults and receiving first degree murder charges. The *Non-Associated* types of offender receive the highest number of charges given their random targeting of children.

In that most school violence events involve one person targeting specific individuals, most offenders receive various types of murder and attempted murder charges. Sometimes when classmates are held hostage the additional charge of kidnapping will be given. The *Gang-Related* type of offender and others do sometimes receive conspiracy charges, but this is most often in regards to how they obtained the weapon used in the event. The number of convictions varied greatly among the various types of school violence perpetrators. Given the varying type of crimes they committed on school property this would make sense.

Any comparison of sentences given to a group of offenders from across the United States is very difficult at best. Given the varying statutes and sentencing structures, myriad sentences are discovered. Also, when examining individuals who have multiple

charges, each mandating a sentence, the confusion increases greatly. As in many areas of this part of the examination of school violence perpetrators, there is great variation in regards to the minimum number of years these offenders received.

Overall the maximum number of years received vary greatly given the various types of offences committed on school property across the United States. Sentencing structures across the country vary greatly and may explain the varying sentences given to these types of offenders. And, *overall*, over half (55%) received a term of years. This was the primary initial sentence for all types of offenders.

As with most convicted of crimes, even extremely violent crimes, many school violence perpetrators could one day be released on parole. This parole may not be even considered for many of these types of offenders until after 30 and 40 years, but it is a possibility.



Two

FROM THE MOUTHS OF SCHOOL VIOLENCE OFFENDERS

The following chapters examine results of a second part of the *overall* research project, which focused on the results of a 200-question scenario-based survey, entitled “School Violence Prevention Questionnaire.” The survey was distributed in 2013 to the identified incarcerated school violence perpetrators who committed acts of violence across the United States between 1979 and 2011. This section will focus on the findings of the results of the 4 identified *Associated* and 1 *Non-Associated and/or Mentally Ill School Violence Perpetrators*. Each of the findings is represented through the following four types of school violence perpetrators (the number and percentage by type of offender is also represented):

Traditional School Violence Perpetrators (18 of the 36 offenders in this sample);

Gang-Related School Violence Perpetrators (13 of the 36 offenders in this sample);

Associated and/or Mentally Ill School Violence Perpetrators (4 of the 36 offenders in this sample);

Non-Associated and/or Mentally Ill School Violence Perpetrators (1 of the 36 offenders in this sample).

This analysis resulted in the revelation of unique information dealing with the projected thoughts, feelings, and experiences of a hypothetical offender (John/Jane) by the four types of school violence perpetrators. These projected feelings and thoughts are examined in four time periods: *before* the decision to commit violence, while *planning* the violence, *during* the violence, and during the *aftermath* of the violent event.

ASSOCIATED AND NON-ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATOR: BEFORE THE DECISION TO COMMIT ACT IN THEIR OWN WORDS

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

Even with me living the life that I live and me being in the circumstances that I'm in, I still disbelieve in using violence as a form of communication. When tragedies hit most people male or female we respond in a haste manner without thinking for others as well as the consequences of our actions which will only lead to years or decade of decadence. No quick fix can help our nation heal from its losses or the pain that we suffered over the last couple years, months, weeks etc. . . . It's time for rational thinking in unionism so different minds can give different opinions on the issues at hand. Making guns illegal in my opinion will only increase crime rate in my opinion solely for the fact that people already have existing problems and they need some type of artillery to protect their self and others.

—BM/16/2004 (shot and killed another student in a group fight a few

minutes after their high school graduation)

Mostly EVERYONE had their own CLICKS who were SOMEHOW “outside” the REST of the students. Well, I’ll say at least HALF of the school was made up of different CLICKS, NEIGHBORHOODS, GANGS of SOME sort. So, it really wasn’t something considered “OUT” of the NORM. (That is in the minds of many young kids such as myself.) YES, I believe my parents depended on “corporal punishment” WAY too much and took things WAY too FAR. Before the “BUS DRIVER” started giving me problems and siding with the victim who was CLEARLY the AGGRESSOR in the BEGINNING, I cant say that I was seeking any REVENGE against any school officials or teachers. I mean, I was ANGRY with her but it hadn’t crossed my mind to go as far as THREATENING her in anyway. Being judged UNFAIRLY had simply become “a part of LIFE”—a part of the new WORLD I lived in (being BLACK in an all WHITE NEIGHBORHOOD). . . . You could say the community looked AFTER its OWN. HOW? . . . Good enough to accomplish WHAT? I SAY this because I never PLANNED to KILL anyone. I just wanted the victim and his cohorts a LESSON. I wanted to HUMILIATE them and make them APOLOGIZE for threatening to harm my FAMILY, KILL ME and for all the RACIAL SLURS that they’d made towards me. There were 2 OTHER guys with him a few days EARLIER (ages 19 and 24) waiting on me at my “Bus stop,” after following BEHIND the bus and driving BESIDE it, yelling out THREATS of bodily HARM, calling me niggars, porch monkeys, etc. (ALL of which the Bus Driver Ms. XXX WITNESSED, but never said ANYTHING ABOUT!) I don’t recall the guys’ NAMES as of now, but I can STILL see their FACES!—ANYWAYZ, in SHORT, I always KNEW I was going to JAIL AFTERWARDS. I just never thought it would be for MURDER . . . (ASSAULT or even BATTERY perhaps, but it never OCCURRED to me that something would go WRONG and I’d end up taking a LIFE! EVENTUALLY, I DID think these things, but not immediately AFTER. When I think back to that TIME, I felt “BURDENED DOWN,” kind of like

having the weight of the WORLD on my SHOULDERS. I never even received ANY kind of “PSYCHOLOGICAL EVALUATION.” I was just walking around like an empty SHELL; Day after DAY, FEARFUL and WONDERING if I’d ever WAKE up from the most TERRIFYING, long-drawn OUT NIGHTMARE of my young 14 year old LIFE! . . .

—BM/14/1996 (shot another student 6 times with a 22 caliber pistol on a school bus after a verbal feud)

INTRODUCTION

It can be argued that the most crucial point in a violent act is before one chooses to commit one. Undoubtedly, the reasons for the eventual act will be found in the minutes, days, weeks, and years of an individual’s life and mind before they choose to commit a violent act. This is especially true for juvenile delinquency and school violence. This chapter attempts to examine the thoughts, feelings, and experiences of school violence perpetrators before they decided to commit their act of violence. The topics of past views of self, feelings and emotions, abuse received, and influences are explored. The results are examined as they pertain to the four types of school violence perpetrators discussed in this book.

As stated in the introduction, a secondary part of the *overall* research project focused on the results of a 200-question scenario-based survey, entitled “School Violence Prevention Questionnaire.” Using a projective technique, respondents were asked to put themselves in the shoes of John/ Jane, a person similar to themselves at the time they committed their acts of violence and to answer questions about John’s/Jane’s thoughts, feelings, and experiences at four different time periods. The following are the results of findings of the first time period, before the decision to commit violence.

THOUGHTS, FEELINGS, AND EXPERIENCES BEFORE ACT

The following sections examine the projected thought, feelings, and experiences of the various types of school violence perpetrators during the period before a person begins to plan their actual violent act. The views of self, feelings and emotions, and abuse received are examined as to the possible level of their impact. Also, the external influences and factors of one's current situation are explored.

Views of Self

Most individuals desire to have a positive view of themselves and hope that it is shared by others in their lives. There is a great deal of research which discusses the potential dangers of a lack of a positive view of self. Chart 8.1 examines the projected views by those surveyed as it pertains to the various ways a pre-offender may see themselves and their world.

The traditional causes of escalated violence in an individual are supported in this part of the study. Offenders surveyed projected all forms of conflict with and negative views of others. *Overall*, 72% projected that these individuals will have issues with conflict with others with very close second and third issues of being anti-authority (69%) and frustrated easily (67%) (see chart 8.2).

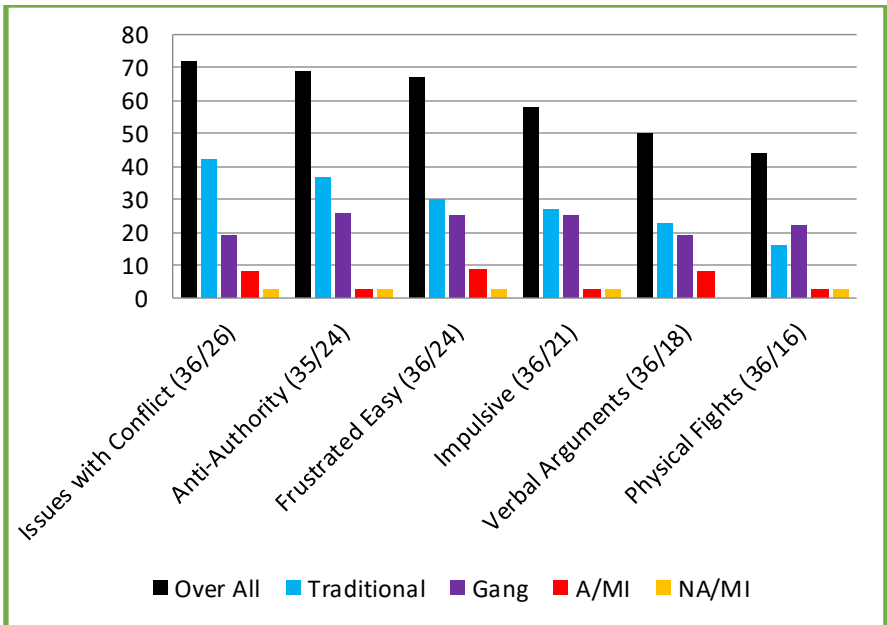


Chart 8.1. Most Significant Views of Self

The *Associated* and/or mentally ill school violence perpetrators added having many verbal arguments (8%) as another factor, while *Non-Associated* and/or mentally ill school violence perpetrators were almost even across the board at 3%.

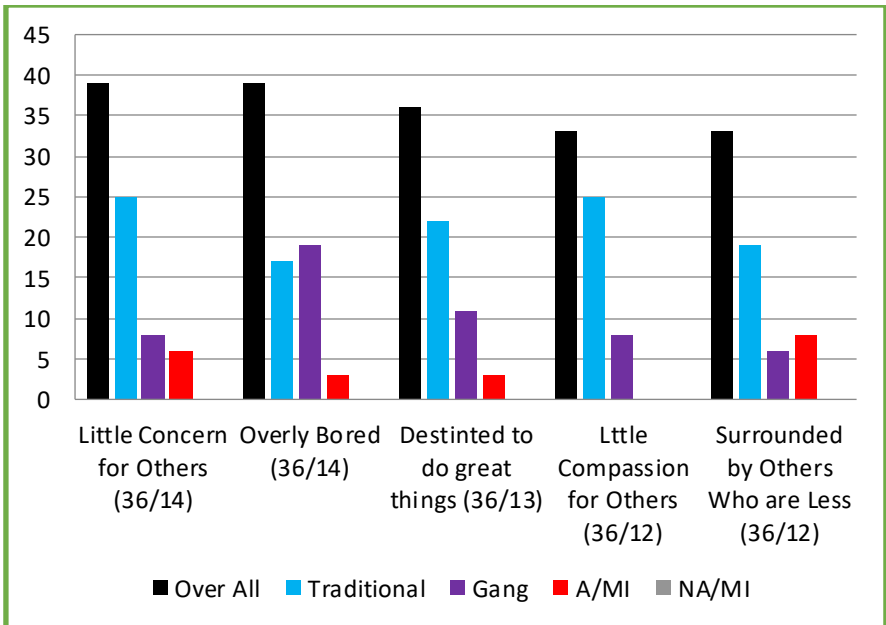


Chart 8.2. Lesser Significant Views of Self

The slightly lesser projected issues *overall* seemed to deal with views of self in regards to feelings and views of the surrounding world in general. *Overall*, having little concern (39%) and being overly bored most of the time (39%) were tied in level of significance.

The *Associated* and/or mentally ill school violence perpetrators projected little concern for others (6%) and surrounded by others who they perceive as inferior to them (6%) as being significant factors. An interesting trend begins at this point in that in many areas of examined period before an individual begins to plan an act of violence, the *Non-Associated* and/or mentally ill school violence perpetrators make no comments or projections on these potential thoughts.

Lack of Self-Confidence

Another very interesting area to investigate is the level, or lack thereof, of confidence in those who begin planning acts of school violence. The following chart examines this concept in regard to confidence issues with fellow students, family members, friends, and

romantic interests. Issues in school performance are also explored.

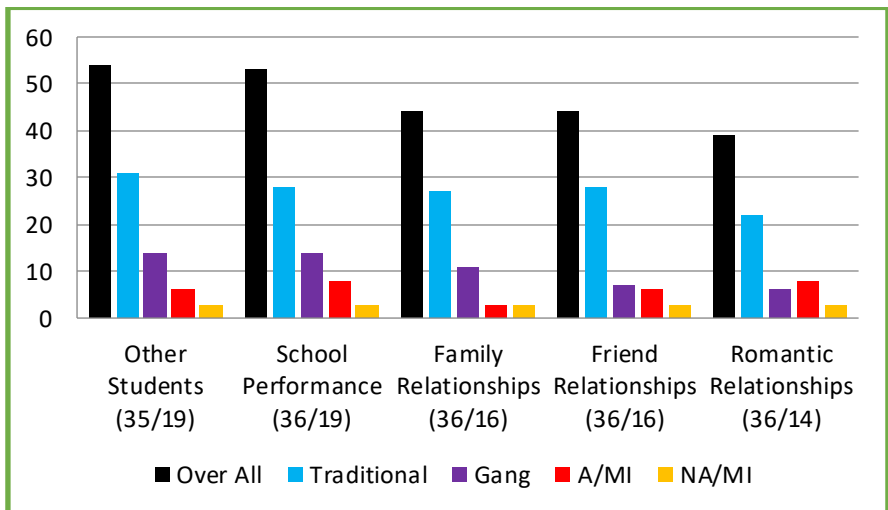


Chart 8.3. Lack of Self Confidence

Chart 8.3 reveals and confirms the areas where most school violence perpetrators probably fall in regards to lack of self-confidence. *Overall* the survey respondents projected that lack of confidence with fellow students (54%) and in school performance (53%) would be the major factors.

This is also one area where *Associated* and/or mentally ill and *Non-Associated* and/or mentally ill school violence perpetrators project very close percentages as to the fact that lack of self-confidence in all areas of one's life will impact their future behavior.

Unsure of Role

A major cause of one lacking self-confidence is that they may be unsure of their role in a given situation with others. The following is an examination of what impact being unsure with family, friends, and peers might have.

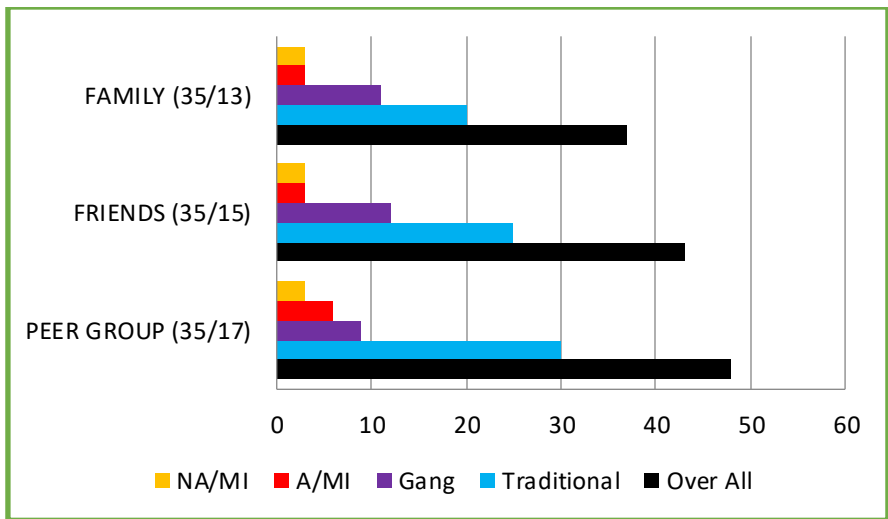


Chart 8.4. Unsure of Role

As would be expected with most juveniles, school violence perpetrators are probably very unsure of their role in most aspects of their lives. *Overall* those surveyed projected that being unsure of one's role in peer group (48%), with friends (43%), and in one's family (37%) will probably have a major impact upon one's eventual violent behavior.

The *Associated* and/or mentally ill school violence perpetrators follow these concerns at an even lower level with projections of 6% for peers and only 3% for friends and family. *Non-Associated* and/or mentally ill school violence perpetrators follow this with 3% across the board in regards to areas of uncertainty.

Perceived as a Leader

A strong impact on the positive view of one's self can be if they are viewed as a leader by people in their lives. The reverse is true as well; lack of being seen as a leader can have a very negative impact on one's self-image.

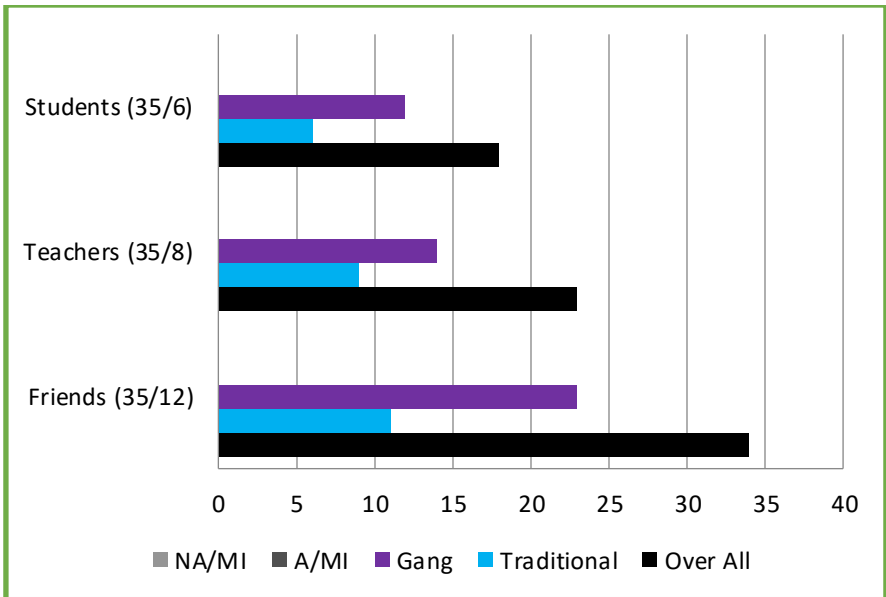


Chart 8.5. Perceived as a Leader

Very interesting trends begin to evolve when examining the projected views of the various types of school violence perpetrators in regard to how they believe they are seen by others (see chart 8.5). *Overall* relatively low percentages of each type of offender projected that the offender was probably seen as a leader by friends (34%), teachers (23%), and fellow students (18%).

The trend of very low or no projection by *Associated* and/or mentally ill and/or *Non-Associated* and/or mentally ill school violence perpetrators continues in this regard.

Perceived Importance and Role Model

Along the same lines as being seen as a leader by others, being perceived as being important to at least one other person is extremely important to the development of an individual. Feeling as if one is a role model to another is also a strong contributor to one's ego and positive view of self.

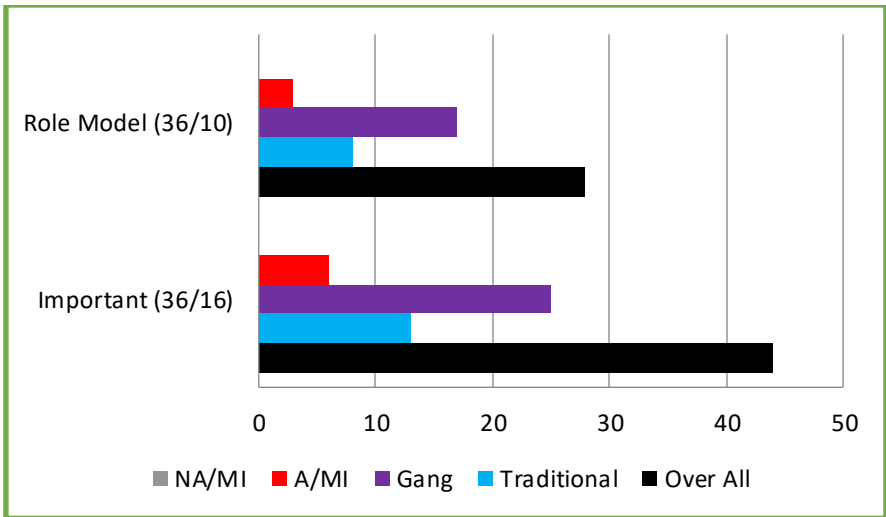


Chart 8.6. Perceived Importance and Role Model

Overall the percentage of those school violence perpetrators who projected feelings of being important (44%) or a role model (28%) to at least one other individual are rather low (see chart 8.6). A closer examination of the findings reveals other areas of concern when it comes to the various types of offenders projected views of self.

As would be expected, *Associated* and/or mentally ill school violence perpetrators projected very low feelings of being important (60%) or being a role model (3%) and the *Non-Associated* and/or mentally ill school violence perpetrators once again did not project any feeling at this level at all.

Feelings and Emotions

Attempting to examine the feelings and emotions of school violence perpetrators before they become an actual offender is very difficult. Often the research that occurs in this area is based on interviews with friends and families of an offender or the reviewing of court papers and psychological reports. What follows are the projected feelings and emotions of convicted school violence perpetrators in the areas of being threatened, being ignored, being ridiculed, and not being valued by others.

There are also parts which address projected feelings of issues of suffering and views of parents.

Feelings of Being Threatened

Chart 8.7 offers an overview of the projected feelings of the four types of school violence perpetrators in this study in regards to possible areas where perceived threats can occur. The traditional areas of attacks upon one's physical being, reputation, and masculinity/sexuality are examined.

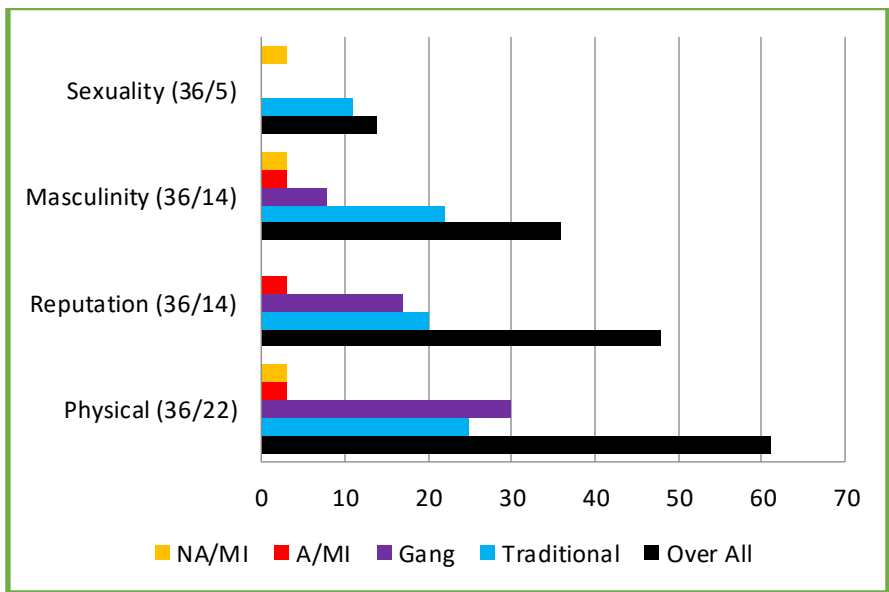


Chart 8.7. Feelings of Being Threatened

Overall, the majority of all types of offenders (61%) projected that the fictitious school violence offender would have fears for their physical safety.

The *Associated* and/or mentally ill and *Non-Associated* and/or mentally ill school violence perpetrators projected the same percentage of threat areas at 3%, but the *Associated* offenders, like the *Gang-Related* ones, did not project sexuality as a concern.

Feelings of Being Ignored

Most do not like the feeling that they are being ignored by others. This is extremely true when it comes to children. Being totally ignored by people who the child sees as important can result in drastic acting out and/or negative behavior to draw at least some type of attention from another source. Chart 8.8 examines the projected feelings of the surveyed offenders in regards to feeling ignored by others.

Overall, disturbing percentages are projected by all types of school violence perpetrators when it comes to feelings of being ignored (see chart 8.8). Fifty percent projected feelings of being ignored by family and a very close seconds in regards to being ignored by friends (42%) and teachers (42%).

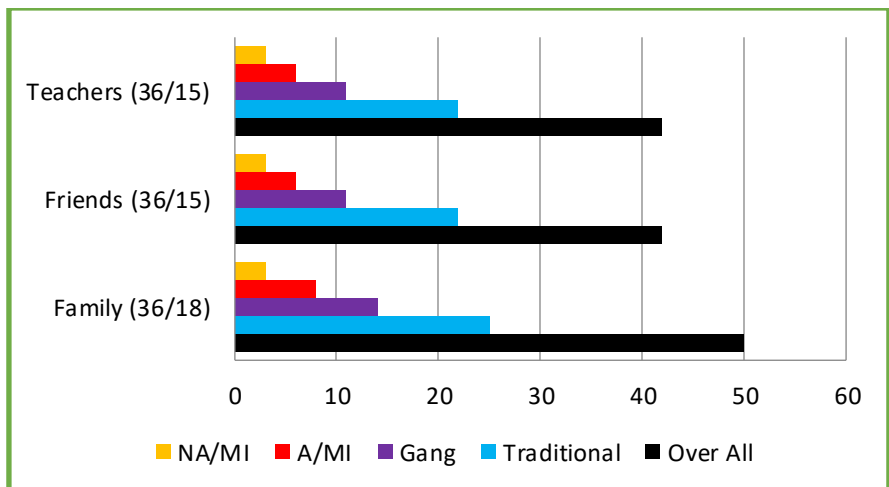


Chart 8.8. Feelings of Being Ignored

Continuing a lowering step pattern, the *Associated* and/or mentally ill school violence perpetrators' projections were once again almost half of the *Gang-Related* ones at 8% to 6%. Finally, the *Non-Associated* and/or mentally ill school violence perpetrators finished this pattern with projections which were half the percentage of the *Associated* offenders at 3% in all areas.

Needs Ignored

One of the ways that feelings of hopelessness begin is very often when one feels that their needs are being ignored. Chart 8.9 gives an overview of projected feelings of whether the fictitious individual felt that their needs were being ignored by teachers, family, and friends.

As with feeling of being ignored as an individual, having one's perceived needs ignored will have a significant impact on the attitude and self-perception of an individual. *Overall*, 44% of the school violence perpetrators projected feelings that one's needs being ignored by teachers would have a significant impact, with needs being ignored by parents a very close second at 42%.

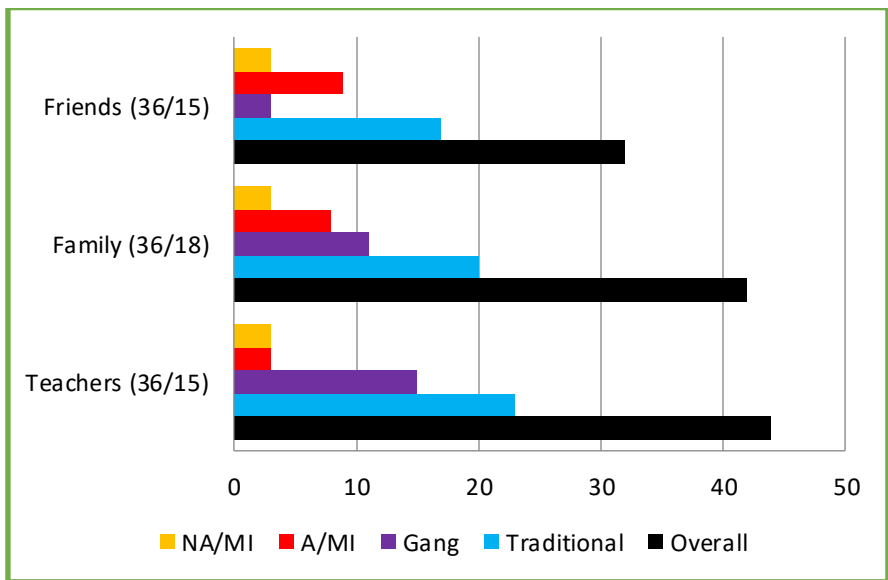


Chart 8.9. Needs Ignored

As would be expected, being older and out of school, the *Associated* and/or mentally ill school violence perpetrators projected more negative feelings on family (8%) and friends (9%) in this regard. The *Non-Associated* and/or mentally ill school violence perpetrators' projections were evenly distributed across all three entities at 3%.

Feelings of Being Ridiculed

It could be argued that an individual might prefer to be ignored than to be constantly ridiculed for things that may very well be totally out of their control. The areas could be one's physical appearance, family status, or intelligence level. In regards to the issues of intelligence level, this could be being perceived as being very ignorant or very smart. Chart 8.10 explores the school violence perpetrators' projected views in this regard.

Overall, it is obvious that being ridiculed is a significant factor. Physical appearance was the leading projected reason for ridicule at 42%. Family status at 25% and intelligence level at 22% were distant seconds.

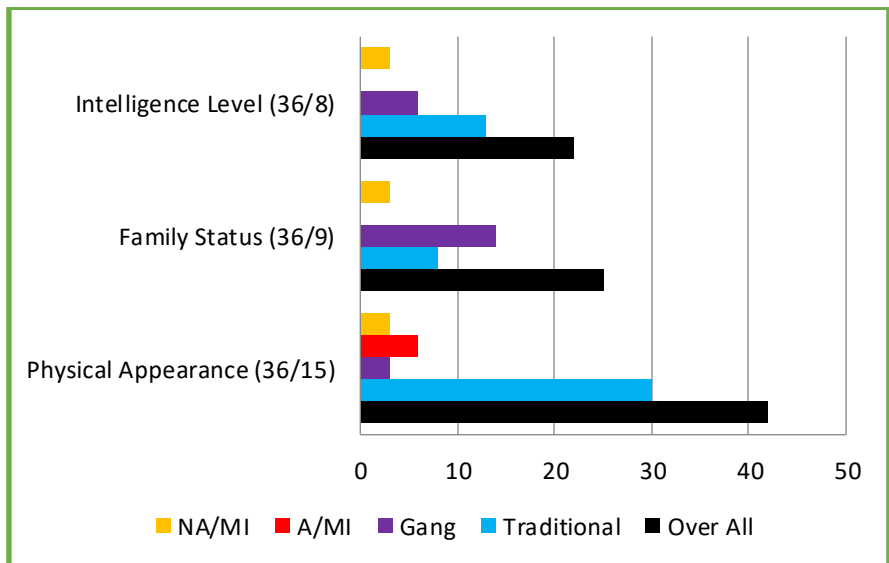


Chart 8.10. Feelings of Being Ridiculed

Associated and/or mentally ill school violence perpetrators projected in only one area which was physical appearance at 6%. The *Non-Associated* and/or mentally ill school violence perpetrators projected evenly at 3% in all three areas.

Feelings of Not Being Valued

In addition to feeling one's needs are being ignored, feeling that one is not valued by anyone in one's life will have a significant negative

impact upon their perception of self. Feelings of not being valued as projected by the four types of school violence perpetrators in this study are examined in chart 8.11.

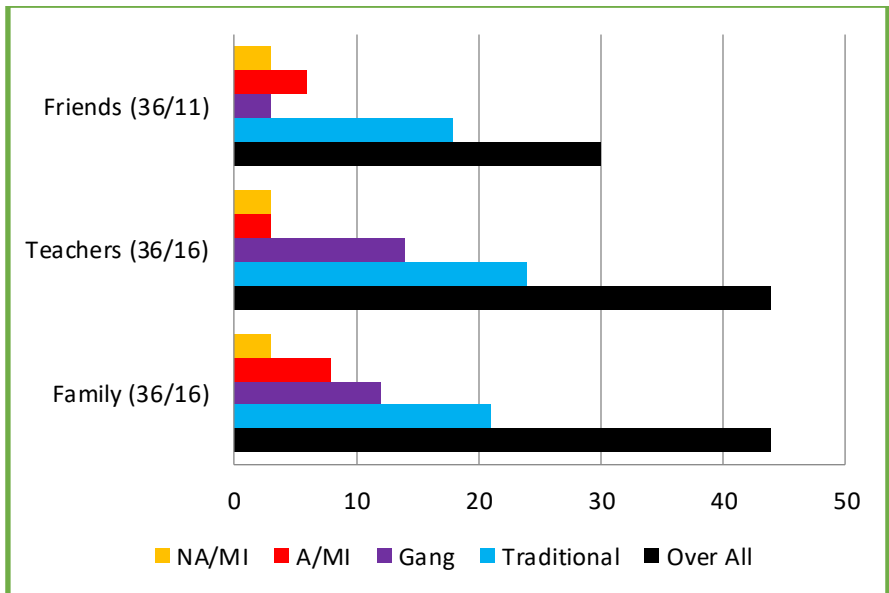


Chart 8.11. Feelings of Not Being Valued

Overall, not feeling valued by family, teachers, and friends was a significant area of projection by all four types of school violence perpetrators (44% and 30%).

Again, probably due to age and not being a current student, *Associated* and/or mentally ill school violence perpetrators projected these feelings on family first at 8% and friends second at 6%. In continuing a trend in this time period, the *Non-Associated* and/or mentally ill school violence perpetrators were evenly distributed in all three areas with 3%.

Issues in Suffering

Individuals suffer in many ways. The vast majority suffer in silence and attempt to self-medicate or cope in various ways (i.e., alcohol, drugs, sex). Those who ultimately commit a violent act are no different, but for some reason or trigger, they resort to violence as a form of answer or response. Below is an examination of the

projected thoughts in regard to areas in which the fictitious offender may have been suffering prior to the decision to begin planning a school violence incident.

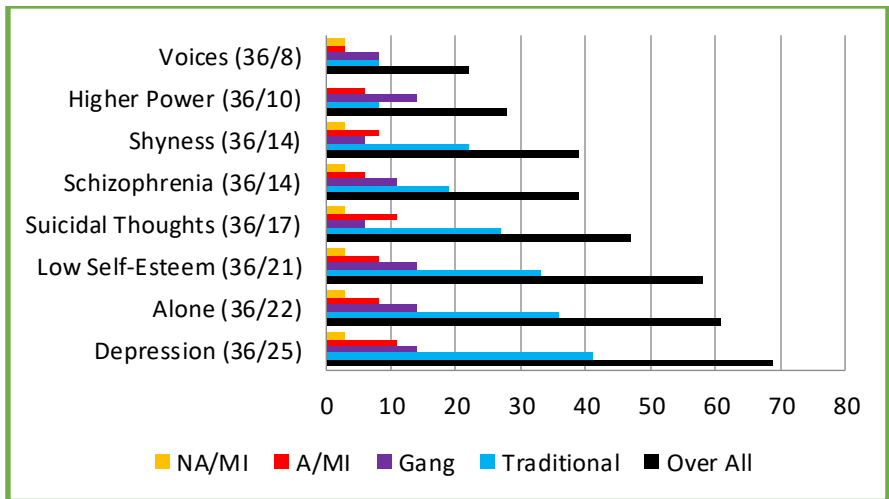


Chart 8.12. Issues in Suffering

Overall, the majority of the surveyed school violence perpetrators projected feelings of depression (69%) and feelings of being alone (61%) as the main factors in suffering.

Associated and/or mentally ill school violence perpetrators projected suffering from depression (11%) and suicidal thoughts (11%). The trend of 3% evenly distributed over all areas in projections by *Non-Associated* and/or mentally ill school violence perpetrators continued as well.

Isolation

Feelings of being isolated will have a significant impact on an individual as will all other negative feelings. The following is an examination of the projected feelings of the four types of school violence perpetrators as they pertain to feelings of being isolated from family and friends.

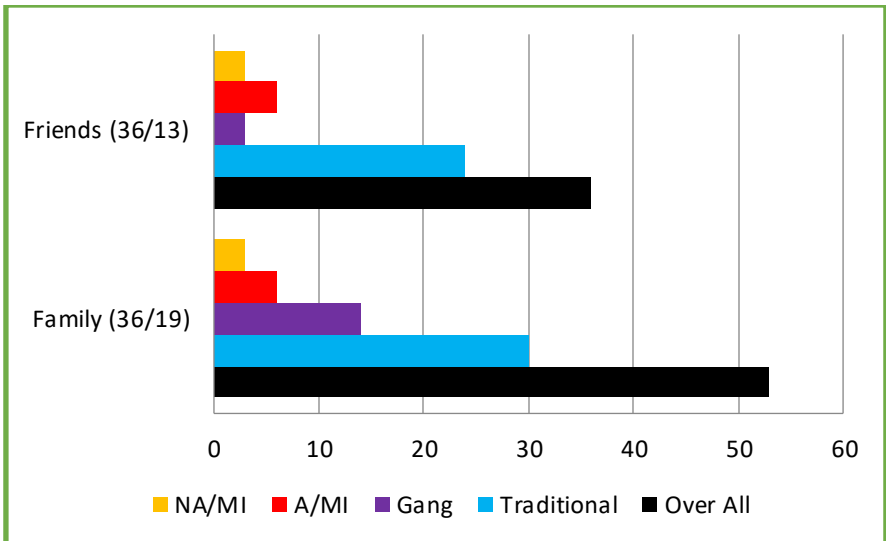


Chart 8.13. Isolation

Over half of the respondents projected feelings of being isolated from family, at 53%. A slightly lesser percentage projected feeling of being isolated from friends as well, at 36%.

The *Associated* and/or mentally ill school violence perpetrators projected low levels of isolation from family and friends at 6%. *Non-Associated* and/or mentally ill school violence perpetrators had projections at half the level of the *Associated* at 3%.

Disrespect

No one appreciates being disrespected by others. Adults can often remove themselves from situations where they are habitually disrespected by others.

This is very often not the case for juveniles. They cannot simply leave their schools and family to find more agreeable circumstances. They are forced to remain and endure whatever abuse they are receiving, whether real or perceived. Projected feelings of disrespect are explored below as it pertains to treatment by family, friends, fellow students, and other teachers.

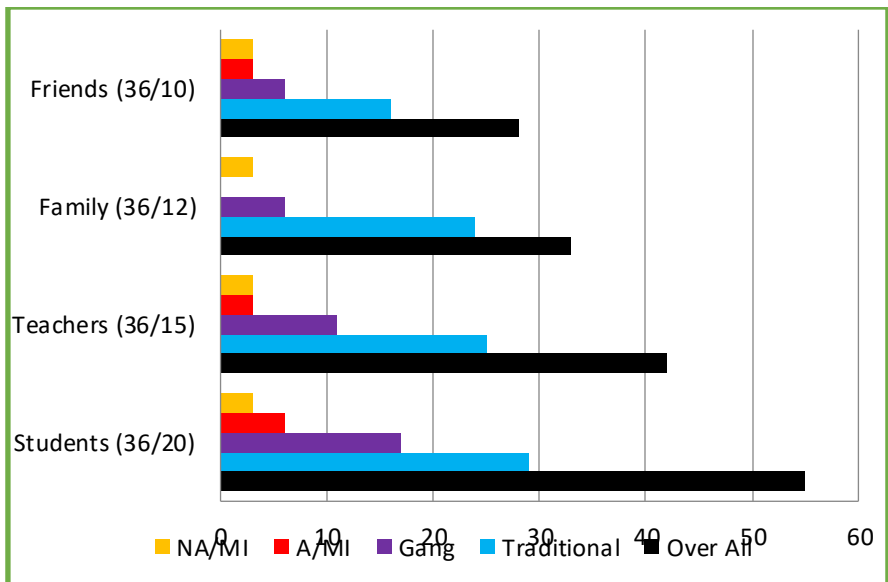


Chart 8.14. Disrespect

Overall, all types of school violence perpetrators projected feelings of being disrespected by others in their lives. Disrespect by fellow students was the highest at 55% followed closely by disrespect from teachers at 42%.

The *Associated* and/or mentally ill school violence perpetrators projected the slightly higher percentage for fellow students (6%) than the other three areas. They projected no disrespect by family. The *Non-Associated* and/or mentally ill school violence perpetrators continued to be evenly distributed at 3% for projections of disrespect by almost everyone in their lives.

Feeling Labeled

Many forms of disrespect come in the form of labeling others with negative attributes. Below is a brief overview of projected feelings about being labeled as being different, a troublemaker, or an outsider in general.

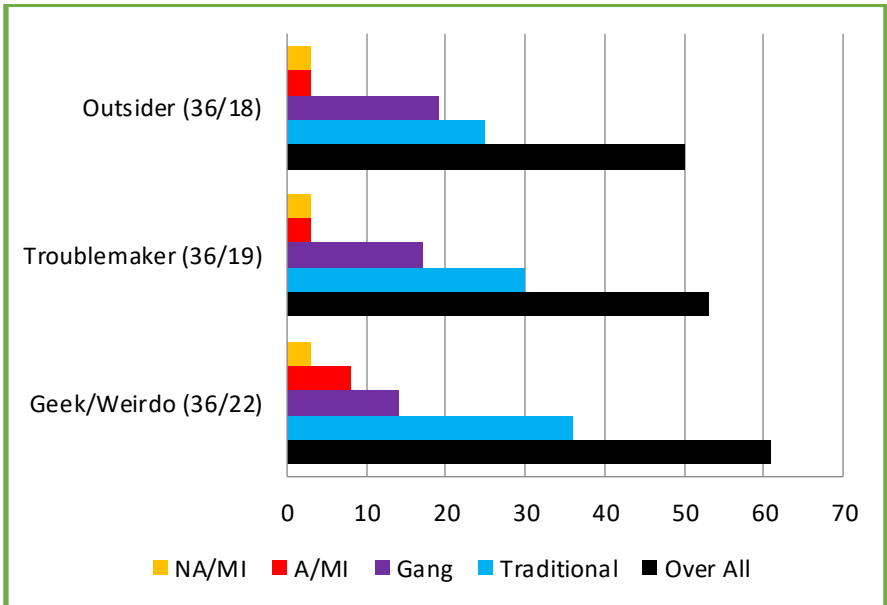


Chart 8.15. Feeling Labeled

It is obvious that being labeled is a significant issue in the mind of school violence perpetrators. *Overall*, 61% projected that being labeled as a geek or weirdo would be an issue and approximately half (53% and 50%) projected that being labeled as a troublemaker and outsider would be significant as well in the mind of the fictitious offender.

Given the percentages so far in this section, the *Associated* and/or mentally ill school violence perpetrators projected some of their highest feelings in the area of being labeled as a geek or weirdo (8%). *Non-Associated* and/or mentally ill school violence perpetrators were once again evenly distributed across all negative labels at 3%.

Feelings about Parents

The commonly accepted belief that the views of one's parents will have a major impact on an individual's behavior is confirmed repeatedly in this study. Negative views of a person's parents can have an extremely negative impact on their future behavior. The following is an overview of the projected feelings of the surveyed school violence perpetrators as they pertain to the view of the fictitious offender about their parents.

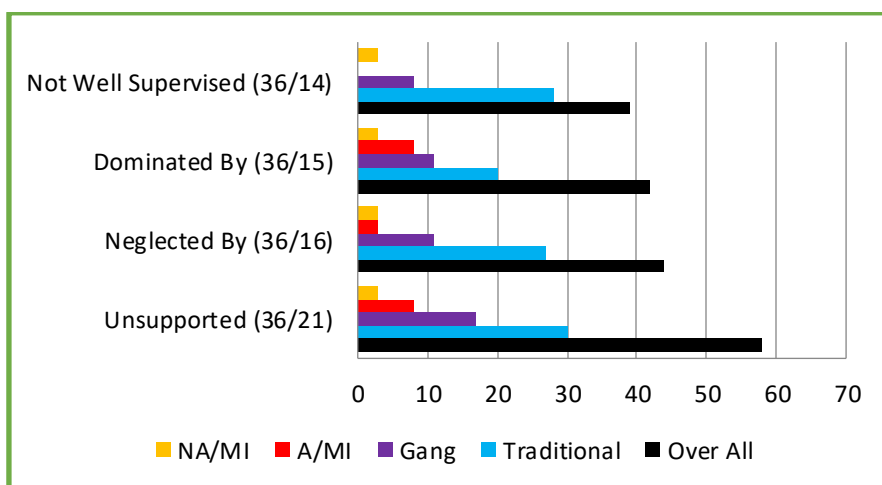


Chart 8.16. Feelings about Parents

Over half (58%) of the *overall* projected feelings of those surveyed dealt with feeling unsupported by parents. All areas of parental neglect received very significant projected percentages (44% to 39%).

The *Associated* and/or mentally ill school violence perpetrators projected significant percentages in feeling unsupported yet dominated by parents (8%). The *Non-Associated* and/or mentally ill school violence perpetrators were once again evenly distributed in their projections in all four areas at 3%.

Abuse Received

Obviously, abuse of individuals comes in many forms. The

following section examines the projected feelings of incarcerated school violence perpetrators when it comes to the abuse received by the fictitious offender. Bullying, being punished unfairly, and all types of other abuse (physical, sexual, and emotional) are examined.

Bullying

The impact of bullying has become one of the largest concerns in K–12 American education and rightfully so. The following offers an interesting overview of the projected impact that the school violence perpetrators had in regard to the impact of bullying.

Overall, only 28% projected the experience of being bullied. While this is a significant percentage, it would be expected to be much higher. Only 6% projected being a bully themselves. The *Associated* and/or mentally ill school violence perpetrators did not have any projections in these areas at all, and the *Non-Associated* and/or mentally ill school violence perpetrators only had 3% in projections of being bullied.

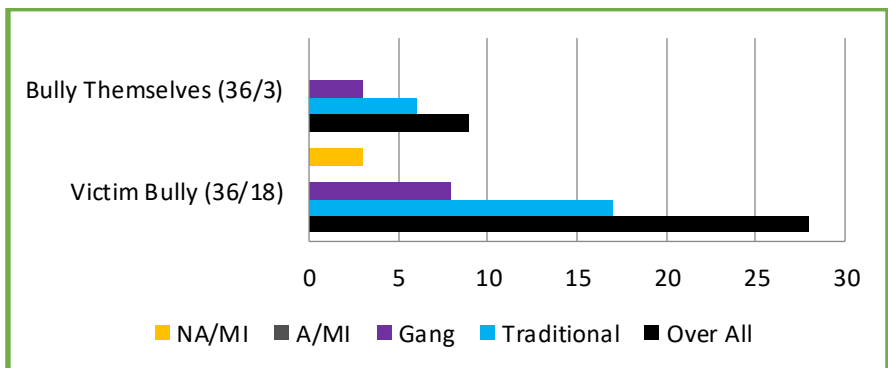


Chart 8.17. Bullying

Punished Unfairly

In the area of mistreatment by others, no one likes to be punished unfairly, even if the unfairness is only in their own perception and not actually accurate. Chart 8.18 examines the projected feelings of the school violence perpetrators in regards

to three areas where perceived unfair punishment may be derived: parents, teachers, and the denial of a deserved reward in general.

Overall, significant percentages were projected in the areas of being punished unfairly by others. Parents were projected to be responsible for this at 39% and teachers equally at 39%.

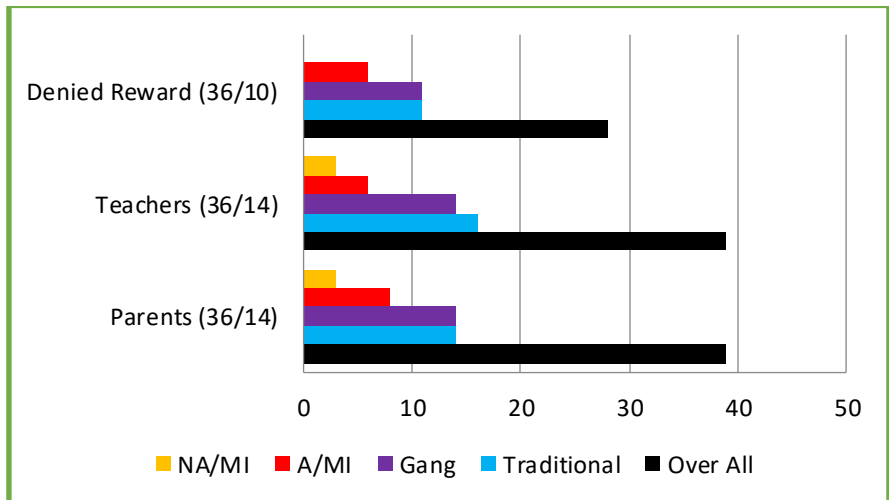


Chart 8.18. Punished Unfairly

The *Associated* and/or mentally ill school violence perpetrators projected relatively high percentages in all areas as well, with the highest in parent's punishment (8%). *Non-Associated* and/or mentally ill school violence perpetrators projected 3% in the areas of unfair punishment by parents and teachers.

Physical Abuse

Any type of abuse is extremely harmful, but physical abuse is probably one of the worst impacts when it comes to juveniles. It often leads to marks and bruises they have to hide from others and, if discovered, can lead to them being removed from their homes and lives and placed in foster care. Below is an overview of projected feelings in regard to physical abuse.

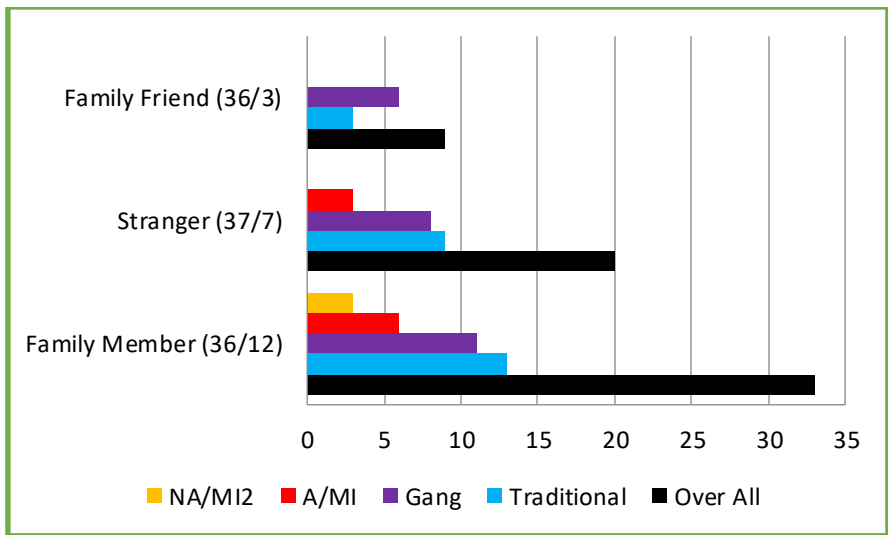


Chart 8.19. Physical Abuse

As with bullying, it would be expected that *overall* the percentages projected in chart 8.19 would be much higher. The physical abuse percent of 33% is very significant and a relatively close second (20%) of physical abuse by a stranger. The *Associated* and/or mentally ill school violence perpetrators only projected physical abuse by family members (6%) and strangers (3%), but *Non-Associated* and/or mentally ill school violence perpetrators only projected abuse by family member at 3%.

Sexual Abuse

Sexual abuse of an individual is something that can affect them for the rest of their lives with extremely negative reoccurring aspects. When this is committed by someone who is close to the child it can have the greatest negative impact. Below is an exploration of the projected feelings of the surveyed offenders in the area of sexual abuse.

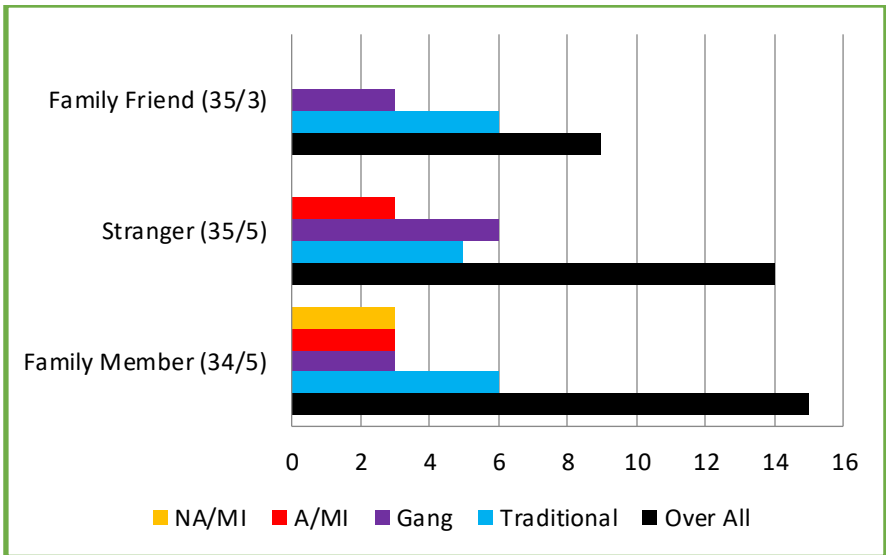


Chart 8.20. Sexual Abuse

Overall, significant projections are found in the area of sexual abuse. Its distribution is almost even across the types of molester such as family member (15%), stranger (14%), and family friend (9%) (see chart 8.20).

Interestingly the *Associated* and/or mentally ill school violence perpetrators projected 3% for family member and stranger, while *Non-Associated* and/or mentally ill school violence perpetrators only projected 3% from a family member.

Emotional Abuse

The long-lasting effects of emotional abuse remain a major factor in the lives of many. Below is an overview of the surveyed offenders' projected views on the impact of emotional abuse from others on a school violence perpetrator.

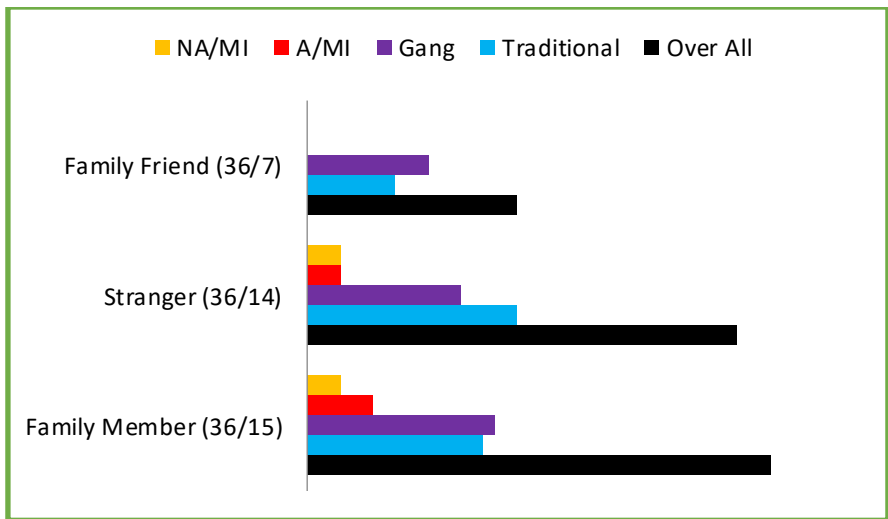


Chart 8.21. Emotional Abuse

Overall, almost half (42%) of those surveyed projected feelings in the area of emotional abuse by a family member and a close second (39%) of it occurring by a stranger (see chart 8.21).

Associated and/or mentally ill school violence perpetrators projected almost evenly between stranger and family member at 17% to 11%. The *Non-Associated* and/or mentally ill school violence perpetrators projected 3% each for emotional abuse by a family member and stranger.

Influences

There is a great deal of research in the literature over the impact of various influences in a person's life which may lead to them to an eventual violent act. This is definitely true when it comes to juvenile delinquency and violence research. The following examines the projected feelings of those surveyed in regards to the influences of media, alcohol and other drugs, and the availability of weapons.

Influenced by Media

One of the major areas of research in juvenile delinquency and violence is the influence that the various forms of violent media can have on the thought process and eventual actions of an

individual. Below is a brief overview of the projected feelings in this area by those surveyed.

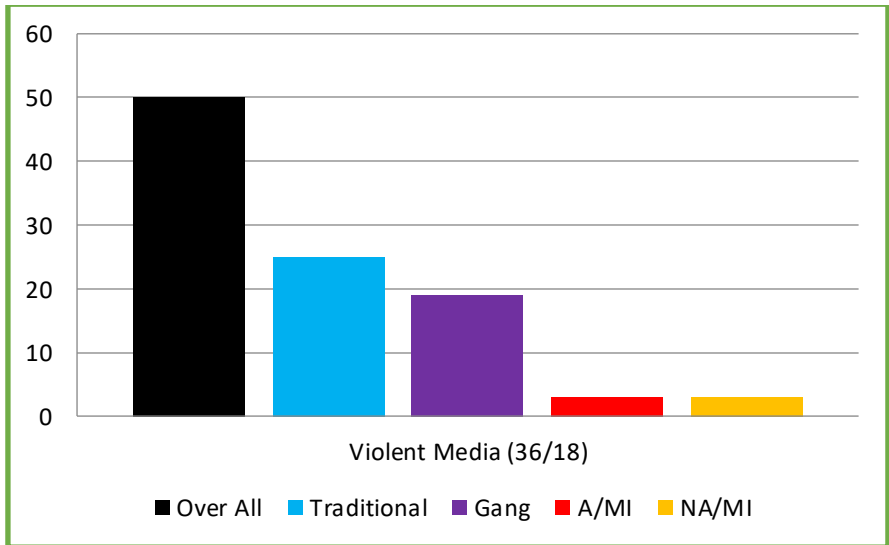


Chart 8.22. Influences

Overall, 50% of those surveyed projected that violent media would have an impact on the thoughts and actions of the fictitious offender (see chart 8.22). Of the *Gang-Related* school violence perpetrators, 19% projected feelings in this area and the *Associated* and/or mentally ill and *Non-Associated* and/or mentally ill school violence perpetrators only projected in this area at 3% each.

Under the Influence of Alcohol or Other Drugs

An ongoing problem in American K–12 schools is the number of students abusing alcohol and other drugs. Given the amount of prescription medicine being prescribed to these children, there is a growing problem of them abusing each other's medicine as well. The following is an overview of the projected thoughts of those surveyed in this area.

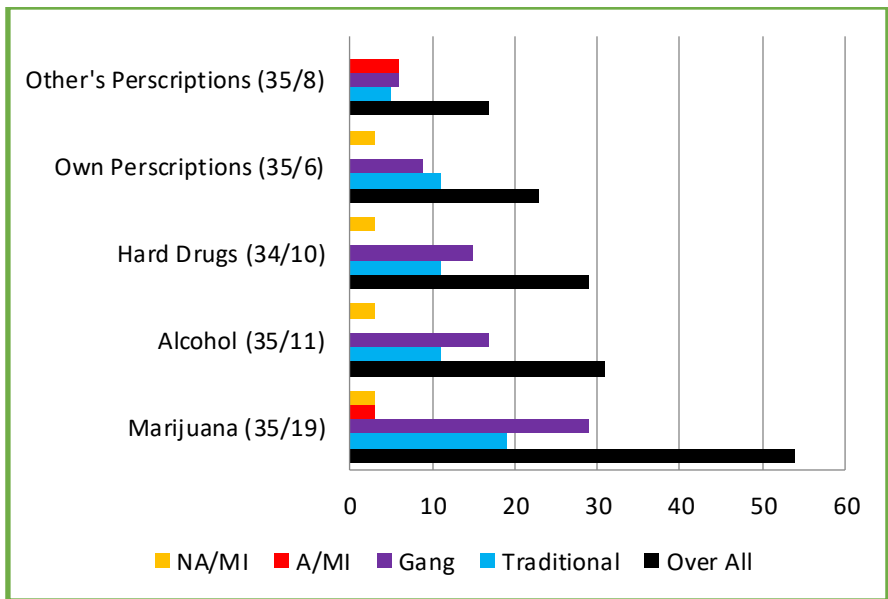


Chart 8.23. Under the Influence of Alcohol and/or other Drugs

Overall, 54% projected marijuana would be a factor with alcohol a second at 31% (see chart 8.23). It might be expected that these percentages would be higher, but it should be pointed out that significant percentages are projected in all areas of substance abuse, from hard drugs (29%) (i.e., cocaine, methamphetamine, and heroin) to using others' prescriptions (17%).

Interestingly, *Associated* and/or mentally ill school violence perpetrators projected the most into abusing other's prescriptions (6%) and only in marijuana (3%). *Non-Associated* and/or mentally ill school violence perpetrators had projections which were evenly distributed across all areas of abuse except for the abuse of another's prescriptions.

Comfortable with Weapons

One's comfortableness with and availability of weapons, especially firearms, in their life and the impact it may have had on their eventual violent act is addressed in many sections of the book. Chart 8.24 is an exploration of the various types of school violence perpetrators' projections in the areas of being able to obtain weapons and being comfortable in their use once obtained.

As would be expected given American culture, the vast majority (72%) projected that weapons would be easily obtained and the fictitious offender would more than likely (50%) be comfortable with their use.

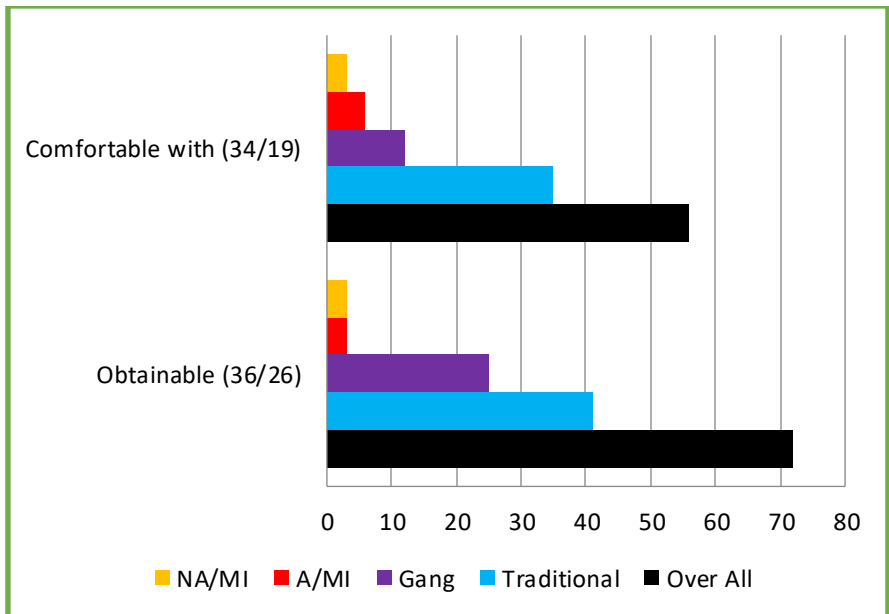


Chart 8.24. Availability and Comfortable with a Weapon

The *Gang-Related* school violence perpetrators followed with 25% and 12%. *Associated* and /or mentally ill school violence perpetrators were slightly more likely to project being comfortable than obtainable (6% versus 3%), but *Non-Associated* and/or mentally ill school violence perpetrators were evenly distributed at 3% in both categories.

Current Situation

This section attempts to explore the current situations that school violence perpetrators may have found themselves in given the time prior to their moving into plans to commit an act of violence. The focus is on issues such as dealing with loss of someone important, conflict with others, gang involvement, and *overall* anger and unhappiness issues in a person's life.

Dealing with Loss

The loss of a loved one can be devastating to anyone, especially to young people. At this age, a broken romantic relationship can be just as devastating as the actual death of someone important; the following chart examines the projected impact of loss of someone special in an offender’s life prior to the first steps they take in the planning of a violent event.

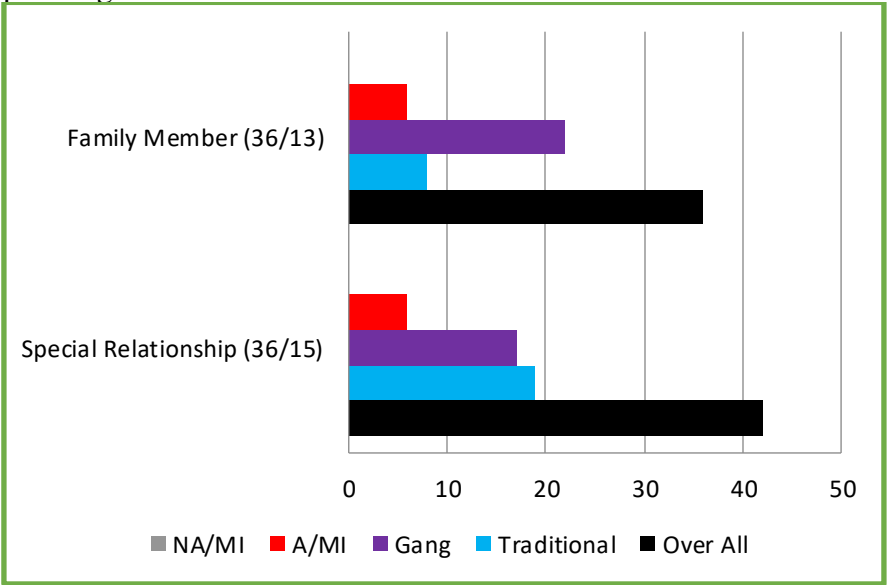


Chart 8.25. Dealing with Loss

Overall, it appears that the loss of a special relationship (42%) may have more of an impact than the loss of a family member for some types of perpetrators (see chart 8.25). The *Associated* and/or mentally ill school violence perpetrators were even at only 6% projected for the impact of these two types of offenders. As seen in a trend in this section, *Non-Associated* and/or mentally ill school violence perpetrators did not project that dealing with a loss would impact this type of offenders’ actions.

Fighting

Conflict with others is a very common catalyst for one escalating into

acts of violence. This section sought to examine the impact of conflict in regards to “fighting with” others in a perpetrator’s life prior to the decision to commit an act of violence.

Chart 8.26 examines the projected feelings about the impact of fighting and conflict with others prior to one committing a more serious act of violence, in this case, school violence. *Overall*, 58% projected that fighting with a fellow student or students was the primary issue (see chart 8.26). This was followed closely by conflict at home (44%). Almost all types of perpetrators in this study reported that some type of conflict would be present.

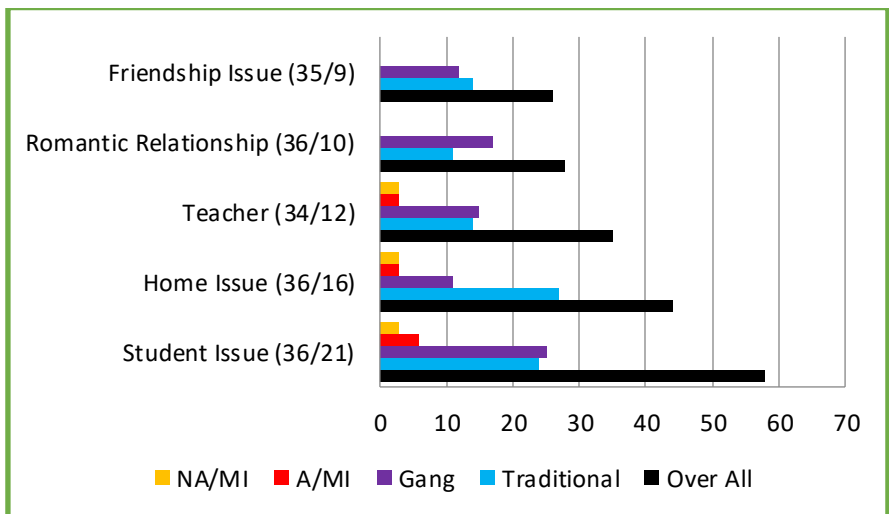


Chart 8.26. Fighting

Once again, certain types of offenders did not project much more into the area of conflict with others. The *Associated* and/or mentally ill school violence perpetrators only projected that conflict with others students would be an issue at 6% and the *Non-Associated* and/or mentally ill school violence perpetrators only reported 3% in the areas of student, home, and teacher conflicts.

Seeking Revenge

Most assume that any type of school violence is chosen in order to

obtain revenge against someone, even if it is just society as a whole. This study confirms this assumption for certain types of offender in certain regards.

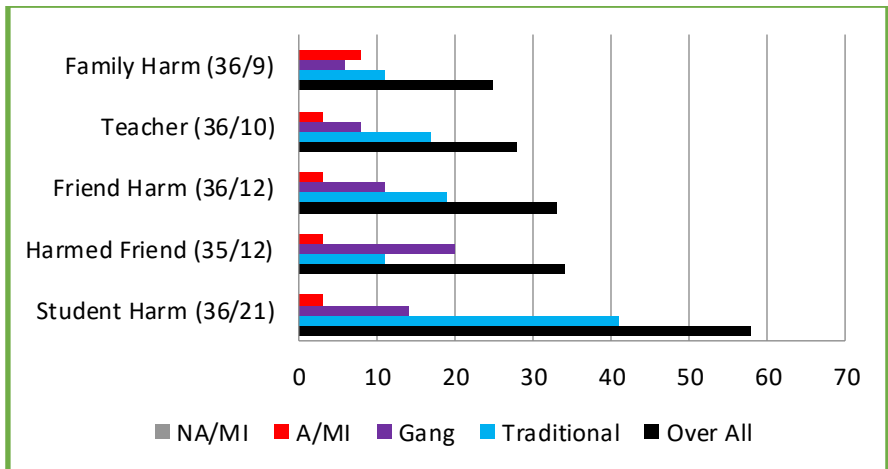


Chart 8.27. Revenge

Overall, a little over half (58%) of the offenders in this study identified that revenge may have been sought over the harm received by a fellow student (see chart 8.27). This trend followed the other perpetrators, but some to much lower levels.

Obviously, the gang lifestyle makes “mandated” revenge for a friend much more serious. As is many of the areas, the *Associated* and/or mentally ill school violence perpetrators report very small percentages of projected reasons of revenge with the greatest (8%) for harm received by a family member from others. The *Non-Associated* and/or mentally ill school violence perpetrators did not report revenge in any manner.

Seeking Personal Respect

While everyone wishes to be respected by others and society, this is a major factor in the lives of young people. Given their position in the world as having a great deal of responsibility but little authority, a great deal of pressure upon one’s self-image is found. When the school environment is added these pressures and impact increase greatly. The following chart examines the projected views

of these offenders as to what type, if any, of respect was an issue in the pre-violence stage.

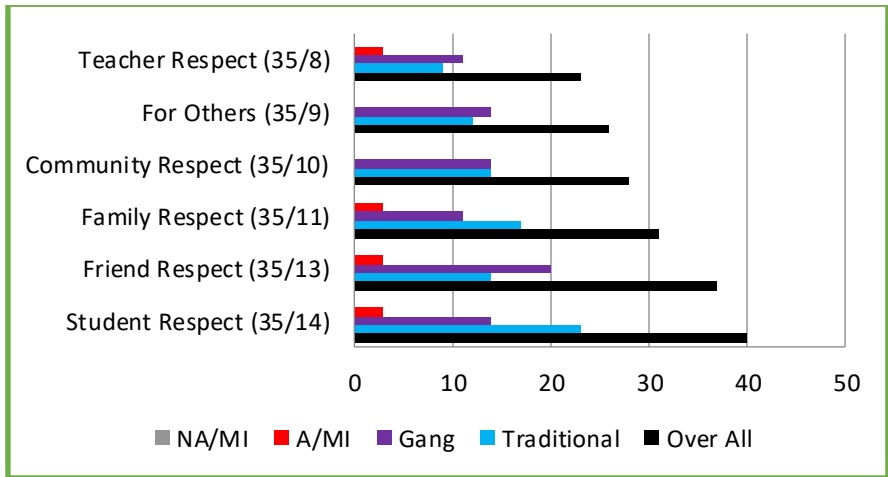


Chart 8.28. Seeking Personal Respect

Overall, and not surprisingly, the respect of fellow students was identified by almost half (40%) of those surveyed (see chart 8.28). The areas of friend respect, family respect, and teacher respect gradually decrease (40% to 23%), but are still significant.

The *Associated* and/or mentally ill school violence perpetrators reported much less interest in any type of respect sought by anyone with the highest being only 3% for students, family, and friends. Interestingly, *Non-Associated* and/or mentally ill school violence perpetrators reported no interest in any type of respect desired from anyone in their life. This could speak volumes as to the state of mind of these types of offenders as they move toward their first act of significant violence.

Gang Involvement

Given the amount of gang violence in American K–12 schools, and society as a whole, the topic of gang involvement and influence was one of the focuses in this study. In various sections of this book, this topic is examined in various ways. Chart 8.29 attempts to examine the projected views of the gang life in the minds of these offenders

prior to their decision to commit an act of school violence.

Overall, it was discovered that the gang life had a significant impact given its ranges of 26% to 14% in the areas of gang member getting revenge for another gang member (see chart 8.29). But, these percentages are driven by the number of *Gang-Related* offenders in this study. The *Traditional* school violence perpetrators, as expected, have a much lower percentage in the gang life area. Their percentages range only from 6% to 3%.

Whether an act is actually gang related or not is always difficult. This is often due to the various definitions of “gang” and the fact that some wish to never label any act as gang related and others wish to do so too much. In this study, there is some confirmation that the identifying of some of these school violence perpetrators as gang related was appropriate. The offenders labeled as *Gang-Related* school violence perpetrators in this study were responsible for the higher percentages found in the gang-involvement category.

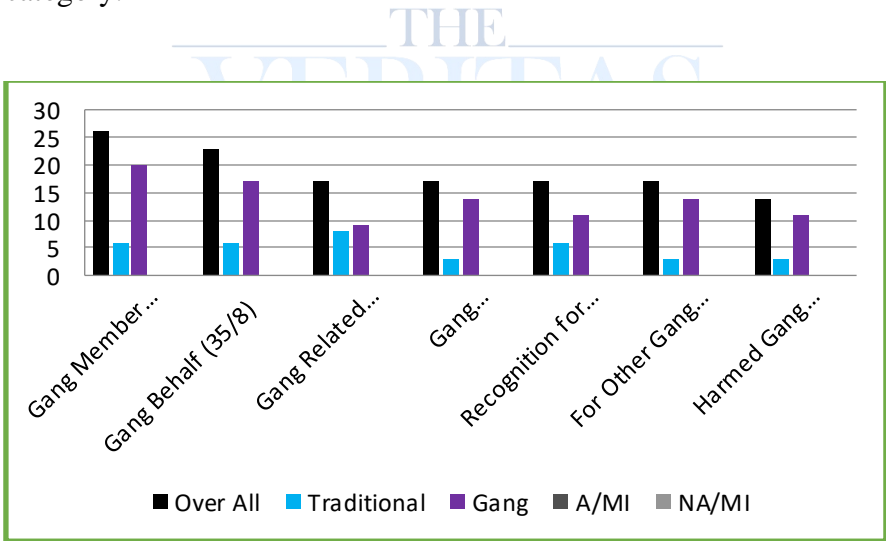


Chart 8.29. Gang Involvement and Influence

Another sign of accurate identification is the fact that none of the *Associated* and/or mentally ill or *Non-Associated* and/or mentally ill school violence perpetrators projected any information on gang involvement.

Happiness Issues

The section of this part of the study attempted to gain insight to the unhappiness and anger issues that may be in the heart and minds of the school violence perpetrators. Given the types and amounts of violence, this would be expected.

Overall, there is obvious evidence that the surveyed offenders are projecting feelings of unhappiness and anger into, essentially, every part of their lives. The largest percentage (66%) involved feelings about society in general, but very close seconds are found in one’s home life (58%) and with other students (55%).

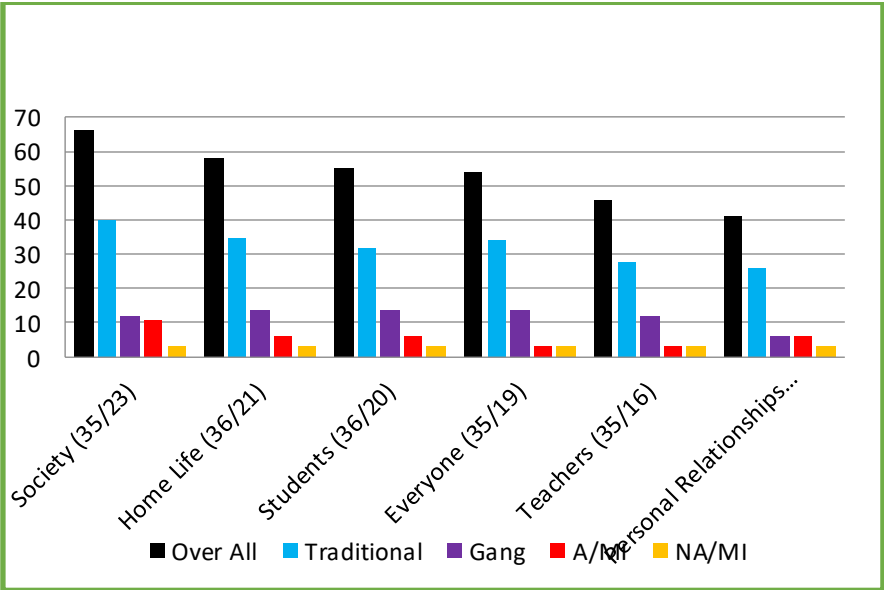


Chart 8.30. Happiness and Anger Issues

Ironically, *Associated* and/or mentally ill school violence perpetrators’ percentages are essentially half of the preceding offenders with ranges from 11% to 3%. Once again, the *Non-Associated* and/or mentally ill school violence perpetrators are approximately half the percentage found in the *Associated* offenders at 3% across the board.

SUMMARY

In summary, the significant views projected by the surveyed offenders seemed to focus on their having major issues with conflict and authority. These issues were probably exacerbated by being easily frustrated and impulsive in their behavior. In addition, the vast majority projects no concern or compassion for others and, at best, they were overly bored.

The lack of confidence is a major factor for school violence perpetrators. This is greatly exacerbated when the lack of confidence is in all areas of a person's life. All offender types projected that lack of self-confidence is probably going to impact one and help them in their move toward a violent act. In addition, all type of school violence perpetrators probably have issues of being very unsure of their role in all aspects of their lives.

Interestingly, *Gang-Related* perpetrators projected being seen as a leader by others at twice the percentage of any other type of offender. Not feeling as if one is a leader or role model seems to be an issue in school violence perpetrators. The only group which projected any significant positive feelings in this regard were the *Gang-Related* individuals. This brings the question as to whether the gang lifestyle actually increase one's self-confidence and idea of self worth, albeit in a negative manner.

It is not surprising that all types of school violence perpetrators would project feelings of being threatened in almost all areas of their lives. Obviously physical safety is a concern, but having one's reputation and masculinity/sexuality questioned are also very significant factors.

Feelings of being ignored were a significant percentage in the projections of all types of school violence perpetrators. It is obvious that feelings of being ignored by others and especially significant others will have a negative impact upon an individual. Once again, feelings of having one's needs ignored can have a negative impact on the behavior of an individual. The projections by the perpetrators in this study confirm that feeling that one's needs are ignored by teachers and family is the most negative feelings that can occur.

Obviously constant ridicule by others will have a significant negative impact on an individual. This is even more severe when

the ridicule is over something that an individual cannot change such as their physical appearance, family status, or their intelligence level.

While very obvious, it is definitely confirmed in this study that the combination of feeling not valued at home or school will be a major catalyst for potential future violence. This also confirms the massive impact that teachers have upon the perceptions that their students have of themselves.

The projections of *Traditional* school violence perpetrators in regards to suffering in all areas of their mental health speaks volumes about why they might result to violence. All types of offenders projected significant percentages of feelings in all of these areas as well. Feelings of isolation combined with other feelings of being ignored will obviously be a contributing factor to the potential level of violence in an individual. Being ignored is bad enough, but combined with isolation, the groundwork for future negative behavior is probably set. Once active disrespect is added to this it is not surprising that violence would soon ensue.

A major form of disrespect for another is to give them some type of negative label. Again, adults can often avoid those who would negatively label and insult them, but juveniles very often cannot and must endure the treatment. It cannot be overstated the impact that parents have upon their children. Often this treatment will dictate how the child perceives their parent. This perception can deter the desire for negative behavior or it can facilitate it in many ways.

Bullying is a major factor in school violence, but it must be remembered that it comes into a child's life in many different ways. People can be bullied by anyone at any time and even by life itself. Being punished unfairly is going to have a significant impact on the views juveniles have of those in authority positions. When giving punishment to an individual, it is important to give them an explanation, whether they agree with it or not.

While types of abuse are harmful to individuals, physical abuse often produces bruises and broken bones which must be hidden and are constant reminders of the physical abuse received from another. Significant impacts on the perceptions individuals have about others on the world are impacted by this type of abuse. Sexual abuse of a person is a tragic event and one which will stay with that person for the rest of their lives. This is also a subject which many

victims do not wish to discuss or admit; therefore the percentages of its occurrence in the lives of children is probably much higher and more devastating than known.

As with all forms of abuse, emotional abuse is going to have a long-lasting negative impact on individuals. It is interesting to note the number of school violence perpetrators who projected that this emotional abuse is received from strangers. It would be expected from family and family friends, but by total strangers is another area which may warrant more research.

While not a major focus of this research, the impact of violent media upon individuals should continue to be researched, but in rational terms. Abuse of any type of legal or illegal drug is obviously going to have the potential to negatively impact one's life and their eventual behavior. There is a growing problem with children abusing the prescription drugs of their parents, themselves, and their friends.

The debate on gun control and the availability of weapons will continue. Given the information presented in this book, there is no doubt that the availability of weapons is a significant factor in school violence incidents. It is true that an individual wishing to commit an act of violence will use their hands if there are no other weapons available, but the ease of finding a weapon in one's own home must contribute greatly.

The impact of the loss of a family member or a romantic interest was projected as being a possible factor for offenders by all except *Non-Associated* offenders. Also, conflict with others obviously was projected as an issue in the time period before a person decided to commit a violent act. The *Traditional* areas of conflict with other students and one's home life were the highest percentages, but conflict with teachers, friends, and romantic interests were significant as well.

In regards to revenge, almost all perpetrators (except *Non-Associated*) projected that revenge could be a factor in the time period before an individual decides to commit an act of violence. It is not surprising that when revenge was a factor, it was in the areas of harm received by a fellow student or harm experienced by a friend.

In regards to the concept of desired respect, a few interesting trends reveal themselves. *Traditional* school violence perpetrators seem the most concerned with respect from all in

their lives; *Gang-Related* ones are a close second. The *associated* and *Non-Associated* seem much less concerned if concerned at all.

Almost all of those offenders identified as primarily involved in the gang lifestyle projected that all aspects of this involvement would affect the life of the fictional person prior to their deciding to commit a violence act. This ranged from actually being a gang member to seeking the attention and respect of another gang member.

It is obvious that all types of school violence perpetrators have a great deal of anger in their lives which leads to a great deal of unhappiness. This anger and unhappiness is with essentially every aspect of one's life (e.g., society, home life, students, teachers, and personal relationships).



ASSOCIATED AND NON-ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATOR: PLANNING THE VIOLENCE

IN THEIR OWN WORDS

**In Response to the Sandy Hook Elementary School Shooting
on December 14, 2012**

Him [i.e., Adam Lanza] victimizing his mother, who for all outward appearances was a good mother, coupled with the facts that he was socially withdrawn and he victimized children specifically, leads me to suspect that he had issues identifying and understanding true emotions. For some reason I believe that even before the suicide he had given up hope. Hope of being a father, friend, son, and being in a romantic relationship. I imagine him as being a person who could witness joy, love and pleasure, but couldn't connect to, or experience them himself so he thought these things were fabricated, and ultimately offensive to him.

—BM/16/2005 (shot and killed another student outside their school as classes recessed for the afternoon)

Personal Comments to Author about School Violence

My parents divorced when I was only four years old. I've

always felt ignored because I was the youngest and couldn't understand. This led to a lot of frustration, especially thinking I was left out of things because of my age. Around the age of five or six I was sexually molested several times. I didn't tell anyone because I didn't know it was wrong, and it was someone I'm related to so I trusted him. My life went on as normal until I was thirteen and realized what had really happened to me. I stopped playing sports, my grades began to drop, and I started drinking and smoking marijuana. I just wanted the memories to go away and to numb the pain. I attempted suicide and also cut my wrists. I was on meds for depression, then anxiety (Xanax), then sleeping pills. The following school year started so-so for me, and quickly went under. In February '04, there was a moment when something happened and I felt people didn't trust me. I was worried I would always be seen as a nut case and my life would never amount to anything anyway. I thought if I couldn't be like everyone else, I'll make them miserable like me. I had no solid plans, and once I showed up, the fantasy turned to reality. I tried to stop myself, wanted to leave before it started, but was scared of getting caught and I told myself nothing would change anyway. My life would go on miserably because I wouldn't do anything to get the help I knew I needed.

—WM/16/2004 (fired three rounds with a 12-gauge shotgun in a classroom and held class hostage for 4 hours)

When I got the letter and read it I couldn't believe what I just read. I was like a zombie it was me but I wasn't in my body. It took me about an hour to realize that the love of my life just broke my heart into a million parts, that's when I started to cry. I took the gun to school with me the next day. The night before I couldn't sleep the only thing I could think about was XXXX and how my life didn't matter anymore. When I got off the bus that morning I seen XXXX walking towards me, but I couldn't bring myself to do what I wanted to do which was shoot myself in front of her. I was headed to kill myself when I seen the security guard coming my way.

So I took out the gun and lighted a smoke and headed for the band room which I thought was empty at that time. I would have never brought the gun to school. I would have talked to an adult about my problems.

—WM/17/2007 (brought a gun to school and held a class hostage for four hours)

INTRODUCTION

Extensive empirical research exists offering myriad explanations as to why an individual transitions from thoughts about a criminal or violent act to planning the act. It is true that many who plan harm never continue with their plans and, for whatever reason, acts do not occur. The incidents involved in this examination did occur, were crimes of violence, and their results are known. Therefore, some evidence is offered and some considerations can be made and findings discussed.

This chapter attempts to examine the thoughts, feelings, and experiences of school violence perpetrators during the planning stage. Thus, it is an examination of the point in time where they have decided to commit their act of violence and move toward that end. The topics of concerns and worry during the planning phase are explored. The results are examined as they pertain to the four types of school violence perpetrators discussed in this book.

As stated in the introduction, a secondary part of the *overall* research project focused on the results of a 200-question scenario-based survey, entitled “School Violence Prevention Questionnaire.” Using a projective technique, respondents were asked to put themselves in the shoes of John/ Jane, a person similar to themselves at the time they committed their acts of violence and to answer questions about John’s/Jane’s thoughts, feelings, and experiences at four different time periods. The following are the results of findings as they pertain to the second time period, the planning phase.

THOUGHTS, FEELINGS, AND EXPERIENCES DURING PLANNING PHASE

Little research exists where the feelings and emotions of an offender are considered after they have made their decision to commit a criminal act and just before its occurrence. This is especially true in school violence and juvenile justice research. The following is an overview of the projected concerns that the different types of school violence perpetrators may have as a violent act was decided upon and planned.

Concerns during Planning Stage

Interesting trends become immediately apparent when examining who the offender may or may not have had concern about during their planning phase. Chart 9.1 is an examination of the projected concerns that the various types of offenders may have during the planning phase of a violent act. The confidence level and fears that may be present are the focus.

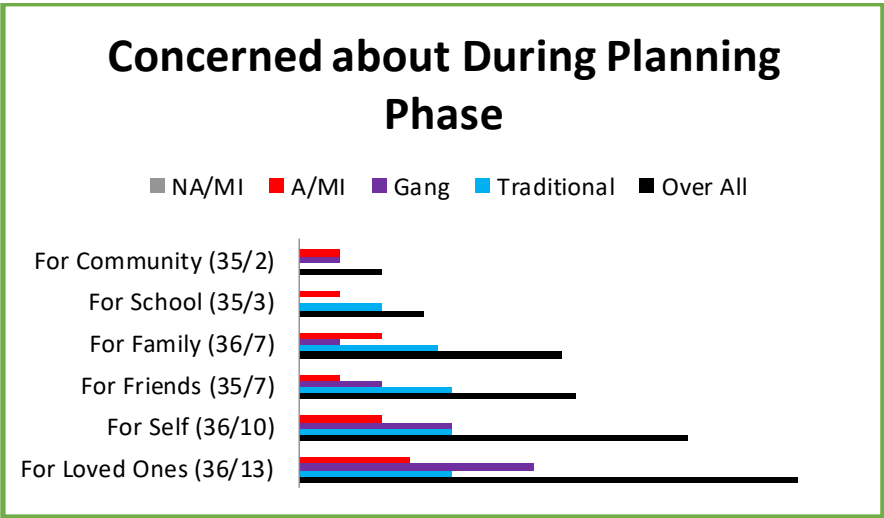


Chart 9.1. Concerned about during Planning Stage

Overall the majority (36%) of respondents projected that the largest concern of the offender would be concern for loved ones, with concern over self being a close secondary concern (28%). The *Associated* and/or mentally ill school violence perpetrators projected little concern for most areas, but did have some concern. On the other hand, the *Non-Associated* and/or mentally ill school violence perpetrators projected no concern for anyone or anything during the planning phase.

Thoughts about Plans

A potentially frightening phenomenon was discovered in examining the projections of the various types of offenders about the potential thoughts one might have during the planning phase of a violent act. While second thoughts and fears would be the hoped-for feeling, that is not the case for many school violence perpetrators.

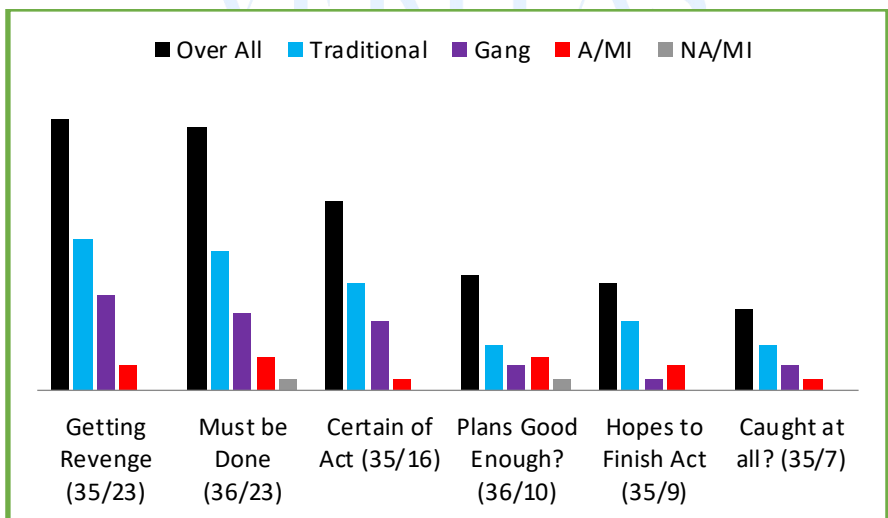


Chart 9.2. Thoughts about Plans

The above chart examines the projected thoughts about their acts that a school violence perpetrator might have when planning their violence. Overall, 66% of the offenders projected that *getting*

revenge would be the biggest thought while believing it *must be done* a close second at 64%. Almost half (46%) projected that the offender would be *totally certain* of their planned act. This may speak to the belief that once an individual gets to the point of actually planning a violent event that there is not much that can be done to change their minds unless they are caught at this stage.

The **Associated** and/or mentally ill school violence perpetrators projected that the offender would feel that the planned act *must occur* and only worried that their *plan might not be good enough* for them to reach their goal. The **Non-Associated** and/or mentally ill school violence perpetrators reappear in the projections and share this same view.

Second Thoughts about Plans

While it is impossible to know, it is hoped that the vast majority of potential offenders have second thoughts about their plans to commit an act of violence. It is greatly hoped that this is the case when it comes to those who wish to commit violence upon or around schoolchildren. Chart 9.3 is an examination of those surveyed projections about what, if any, second thoughts offenders may have during the planning phase of their eventual school violence act.

Chart 9.3 gives an overview of the projected second thoughts a school violence offender may have as they begin to plan their act of violence.

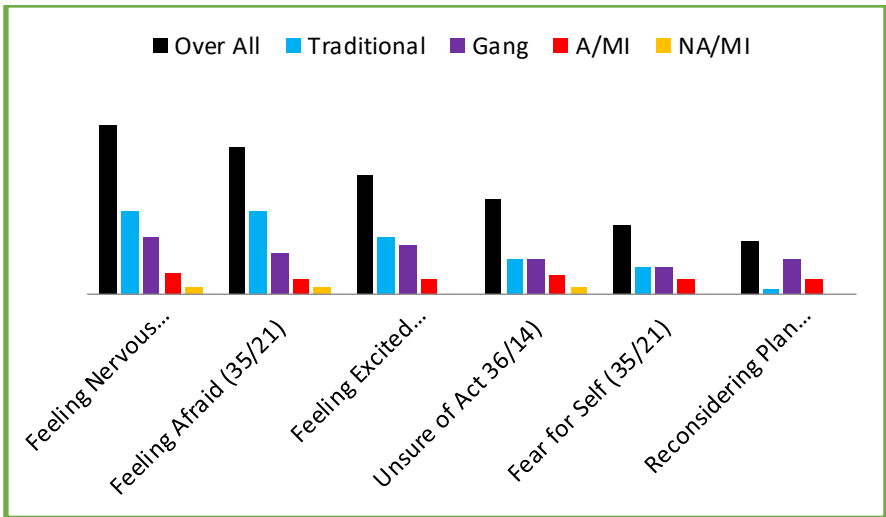


Chart 9.3. Second Thoughts about Plans

Overall it was projected that the majority (69%) would be extremely nervous and feel afraid (60%). Unfortunately, at the same time, approximately half (49%) projected that the offender would be very excited about the act as well. A much lesser percent were projected to be unsure of act (39%) and having fear for themselves (28%). Only 22% projected that the offender would be reconsidering their planned act.

The *Associated* and/or mentally ill school violence perpetrators projected a significant percentage of second thoughts ranging from 9% to 6%. This group projected the second highest percent of reconsidering the planned act, at 6%. *Non-Associated* and/or mentally ill school violence perpetrators echoed projected feelings of nervous (3%) and being afraid (3%), but 0% as to whether the offender would be reconsidering their plans.

SUMMARY

The findings in this chapter would suggest heavily that once an individual transitions from the thoughts of committing a crime or violent act to serious planning, the situation has gone too far. If the projected thoughts of those surveyed are accurate, it would appear that most who get to this point, while being nervous and afraid,

are certain of their pending act and plan to carry it out. Even though this decision is made, there are some interesting trends as to concerns and second thoughts by pending offenders.

Gang-Related offenders projected more concern for others and their community than any other type of offender. In turn, the *Non-Associated* type of offenders projected the least, if any.

A trend is immediately apparent when examining the thoughts of school violence perpetrators at the planning stage. For the vast majority, when they get to the point where they have decided to commit an act of school violence, their only concerns are getting revenge and whether their plans are good enough. Once a person gets to this level it may be almost impossible to stop and act unless it is discovered and an action is taken immediately against that offender.

A frightening trend begins to also unfold when examining the projected thoughts of school violence offenders. This trend begins when examining projected thoughts during the planning phase for a violent act. It appears that once a decision is made to commit a violent act and actual planning begins, there is very little that can be done to stop its occurrence. Very few types of offender surveys projected that once plans for a violent act began that there would be any second thoughts.

ASSOCIATED AND NON-ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATOR: DURING THE VIOLENCE

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

I wanted to HUMILIATE them and make them APOLOGIZE for threatening to harm my FAMILY, KILL ME and for all the RACIALSLURS that they'd made towards me. They were waiting on me at my "Bus stop," after following BEHIND the bus and driving BESIDE it, yelling out THREATS of bodily HARM, calling me nigger, porch monkey, etc. (ALL of which the Bus Driver Ms. XXX WITNESSED, but never said ANYTHING ABOUT!). I always KNEW I was going to JAIL AFTERWARDS. I just never thought it would be for MURDER

. . . (ASSAULT or even BATTERY perhaps, but it never OCCURRED to me that something would go WRONG and I'd end up taking a LIFE! This 20 year old young MAN, had threatened to KILL me, RAPE my MOTHER and SEXUALLY ASSAULT in HIS words, "stick his PENIS" in the MOUTHS of my kid brother and sister (who were 8 6-9 year of age

at the time.) I was DEVASTATED, ANGRY, and AFRAID for my LIFE BEFORE. But, NOW, although I was blessed to be ALIVE, I felt only ALONE and left to WONDER where and how it all (my life) went WRONG!

—BM/14/1996 (shot another student 6 times with a .22 caliber pistol on a school bus after a verbal feud)

On my Behalf—I don't think I had time to think—it was more like a Blackout and I think I just snapped out. However I think it was about 11 of us that snapped out me, the victim, his friends and two of my friend. It was Originally an Brawl! It's a lot of "O" in this Section for me Because it wasn't Plan B/C I was Used to Carrying Guns to school and in my hood.

—BM/16/1996 (shot another student during a fight with a group of students)

I point this out for accuracy's sake, not to minimize. I endangered the life of every person in the school by firing a weapon in the first place. I still struggle with many issues of depression and guilt. But if you get to know my story better you'll realize I've been to the darkest spot possible (I hope) and survived it. As long as I can find meaning and hope I will endure and achieve.

—WM/14/1986 (failing a class, tried to kill the teacher, but shot and killed her substitute and injured a vice principal and two other students)

INTRODUCTION

Very unique findings are discovered when the thoughts, feelings, and experiences are examined of offenders during the violent act. This chapter attempts to examine these for school violence perpetrators while they committed their acts of violence. The results are examined as they pertain to the four types of school violence perpetrators discussed in this book.

As stated in the introduction, a secondary part of the *overall*

research project focused on the results of a 200-question scenario-based survey, entitled “School Violence Prevention Questionnaire.” Using a projective technique, respondents were asked to put themselves in the shoes of John/ Jane, a person similar to themselves at the time they committed their acts of violence and to answer questions about John’s/Jane’s thoughts, feelings, and experiences at four different time periods. The following are the results of findings of the third period, during the violence.

THOUGHTS, FEELINGS, AND EXPERIENCES AS ACT IS BEING COMMITTED

The projected thoughts, feelings, and experiences of school violence perpetrators are interesting in terms of their thoughts about death, views of their actions, whether they felt in control, and their worries at the point of violence.

Thoughts about Death

Given their acts of violence, expecting these types of offenders to have unique thoughts about death at the time of their act is probably a safe assumption. Chart 10.1 compares the four types of school violence perpetrators and what thoughts, if any, they may have had about death at the time of their criminal act.

Overall, almost half (47%) of the school violence perpetrators surveyed projected feelings of wanting to die during the act upon the fictitious offender. In addition, 59% projected thoughts of suicide or forcing another to kill them during the commission of the act.

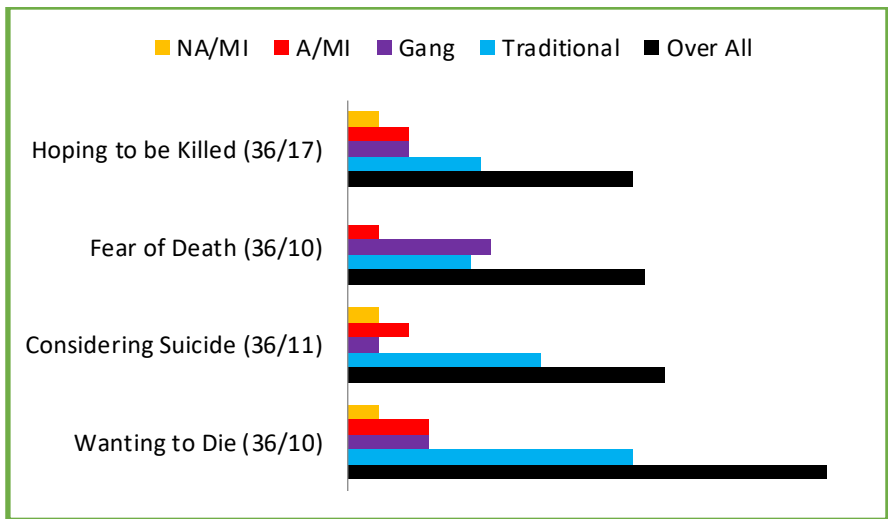


Chart 10.1. Thoughts about Death

The *Associated* and/or mentally ill and *Non-Associated* and/or mentally ill school violence perpetrators projected concerns over waiting to die almost evenly across the board (8% to 6%) with the least fear of death (3% and 0%).

Negative Feelings

Those surveyed were asked to project their mindset about the negative feelings that a school violence perpetrator may be having during the commission of their act of violence. The following is an overview of those findings. The negative views were defined as those dealing with the offender feeling powerful, wanting to cause great fear and panic, and hoping to finish their act before caught.

Negative Feelings about Act

First, the projected negative feelings about the school violence act itself are examined. The findings are divided by the type of offender.

Overall, more than half projected the feeling of being powerful (55%) during the act. A close second was the intent to cause fear and panic (40%) in others. Significant percentages were

discovered in the projected feelings of hoping to finish the act (25%) and striking back (25%) at others.

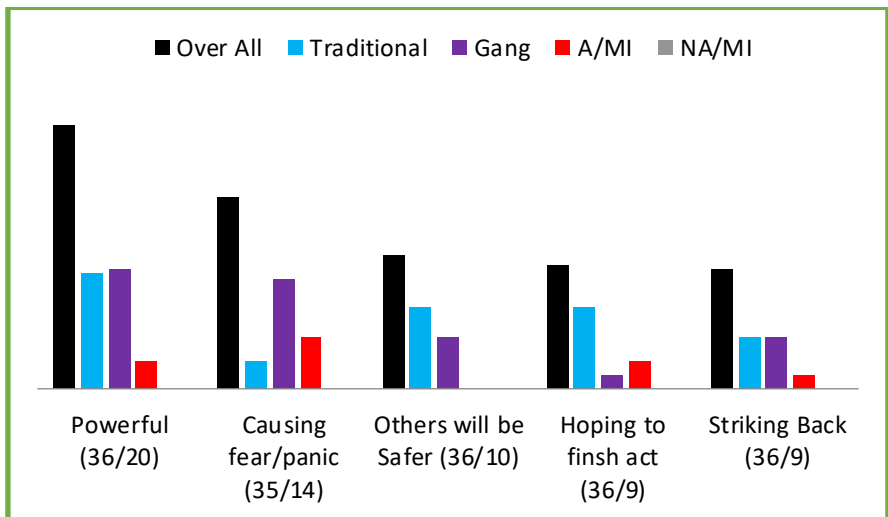


Chart 10.2. Negative Feelings about Act

The *Associated* and/or mentally ill school violence perpetrators echoed this trend by projecting feelings of the intent to cause fear and panic (11%) and feeling powerful (6%). Continuing a trend, *Non-Associated* and/or mentally ill school violence perpetrators did not project any feelings in this area.

Negative Feelings about Self

Next, the projected negative feelings about the offenders themselves are examined. These focus on the views of how the offender may be viewed after the violent act is completed.

Chart 10.3 reveals some insightful, yet frightening, aspects into why school violence offenders commit their acts of violence. *Overall*, projected feelings of the offender considering whether their plans were good enough and how they would positively be viewed after their act of violence was completed was evenly distributed across the board at 17%. This is a very significant percentage of all types of school violence.

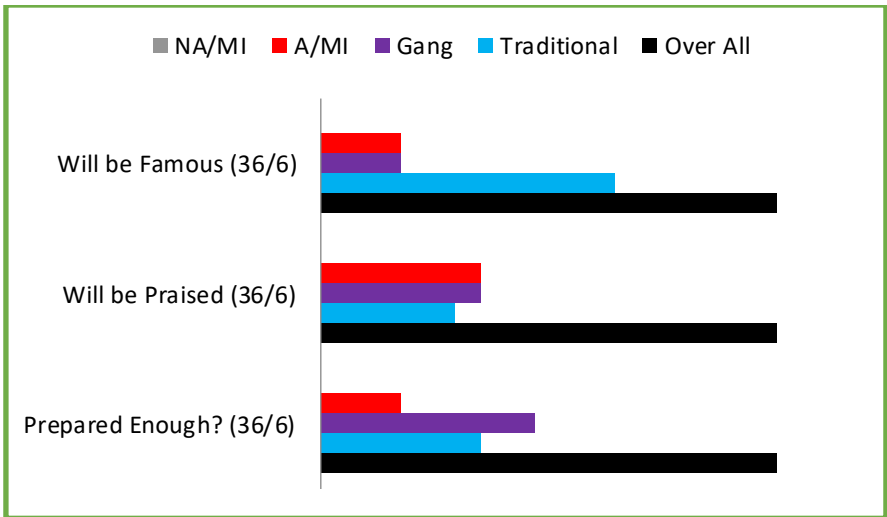


Chart 10.3. Negative Feelings about Self

The *Associated* and/ or mentally ill school violence perpetrators projected feelings that the offender would be praised at 6%, while the *Non-Associated* and/or mentally ill school violence perpetrators, once again, did not project any feelings in this area at all.

Not in Control

Another interesting area to examine in regard to the commission of a violent act is whether the offender felt “in control” or not. The following two sections examine the major and lesser issues relating to feelings of whether an offender felt in control or not.

Major Feelings of Having No Control

Many of the types of offenders state that they had many times where they felt like they were not in control of their actions and that they felt out of control.

Overall, the most common feeling projected on the fictitious offender was that the experience was unreal (58%) or that the offender was not even thinking at all (51%).

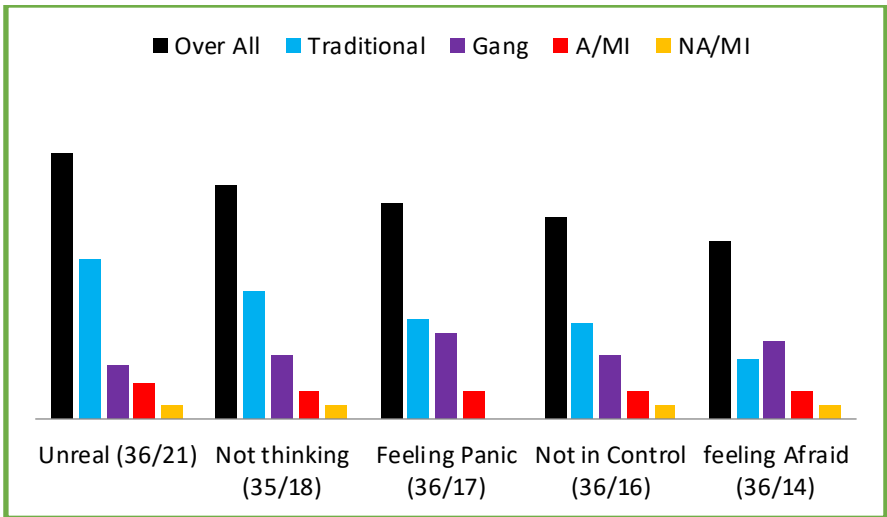


Chart 10.4. Major feelings of Not in Control

The *Associated* and/or mentally ill school violence perpetrator's projections were evenly distributed across the various levels of fear and Jack of a feeling of control (6%). This was one area where the *Non-Associated* and/or mentally ill school violence perpetrators would project their feelings in the same manner, but to a lesser extent at 3%.

Lesser Feelings of Having No Control

The following chart examines the slightly lesser projected feeling of having little or no control during a violent event.

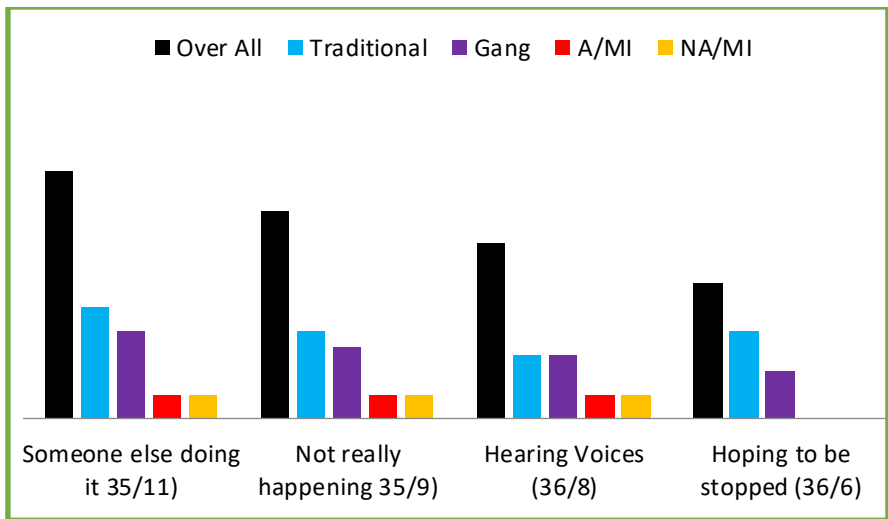


Chart 10.5. Lesser Feelings of Not in Control

A significant percentage of offenders projected that in the mind of the fictitious offender, the violent event was being committed by someone else (31%) or not really occurring at all (26%).

The *Associated* and/or mentally ill and *Non-Associated* and/or mentally ill school violence perpetrators were evenly distributed at 3%, but neither group projected any feelings of hoping to be stopped.

Concerns/Worries

The next section of this chapter examines the concerns and worries that the school violence perpetrators may have during the commission of their violent act. These concerns are broken down into major worries and minor worries.

Major Worries

Interestingly, the major worries identified in this part of the study focused on concerns the various types of school violence perpetrators projected on the fictitious offender in regards to that person's worry about friends and family.

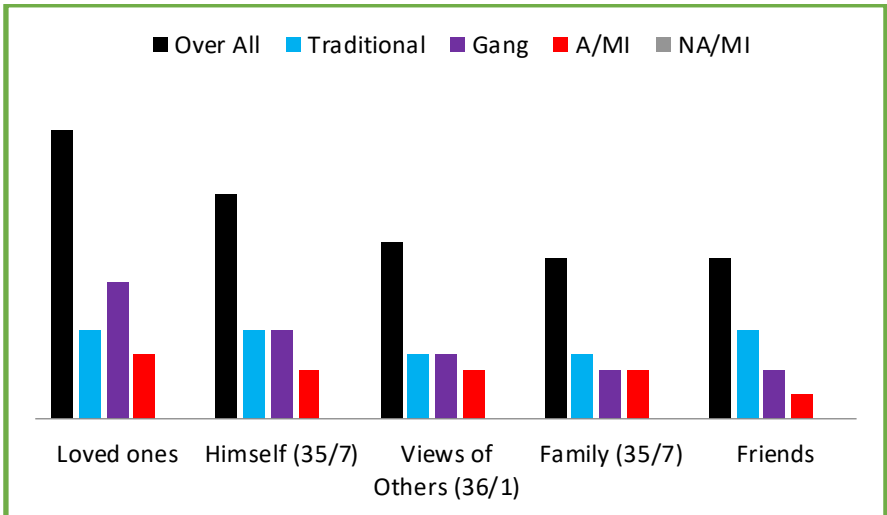


Chart 10.6. Major Worries

Overall, 36% of all types of perpetrators projected that the offender would be most concerned and worried about their loved ones (36%), then themselves second (28%) (see chart 10.6). While the *Associated* and/or mentally ill school violence perpetrators projected concerns evenly across others in their lives (6%), the *Non-Associated* and/or mentally ill school violence perpetrators once again offered no worries in this regard.

Minor Worries

The final part of this chapter examines the minor worries that the school violence perpetrators projected upon the fictitious offender. An extremely interesting trend becomes immediately apparent in examining the responses of the four types of perpetrators surveyed in this study.

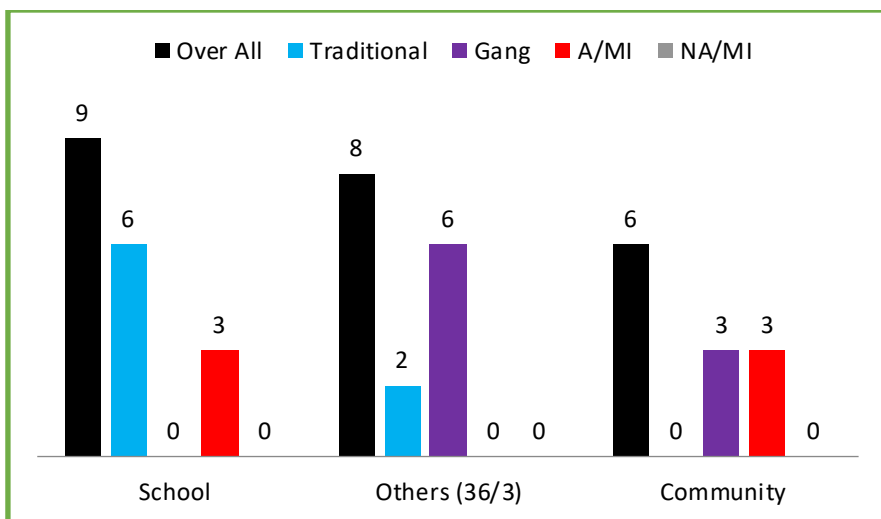


Chart 10.7. Minor Worries

The minor worries projected by all types of school violence perpetrators revolved around feelings for others, the school, and the community in general. *Overall*, only 9% projected worries over the school, 8% about the impact on others, and the lowest (6%) for their community (see chart 10.7).

The *Associated* and/or mentally ill school violence perpetrators projected only a slight concern for the school (3%) and community (3%), but no concern for others. As with the ongoing trend, the *Non-Associated* and/or mentally ill school violence perpetrators projected no concern for any of these three.

SUMMARY

This chapter dealing with the thoughts and feelings of school violence perpetrators during the commission of their act of violence reveals several interesting trends. When examining the offenders projected thoughts about death during the commission of a crime it is apparent that a significant percentage of each group wished to die during the commission of the act. Fear of death was present most often in *Gang-Related* offenders and did not exist in *Non-Associated* offender's projections.

It becomes apparent that the causes of a school violence event are often to feel powerful and to cause great fear and panic

in others. There is also the secondary feeling that the act will be striking back at those who have harmed the offender or others and that said others will be safer after the act is completed. Combined with this is the obvious fact that many school violence perpetrators may have unrealistic views of the results of their violent act. Although, it could be argued that *Gang-Related* offenders, given their lifestyle, may actually be praised or famous in the eyes of other gang members.

There is a significant percentage of school violence perpetrators who feel panic and lack of control during a violent event, but, sadly, approximately half do still feel in control. Again, there is a strong trend of school violence perpetrators not feeling as if they were in control during a violent act. Unfortunately, very small percentages projected that the offender would wish to be stopped before they could complete their act of violence.

Unfortunately, only about a third or less of the surveyed school violence perpetrators projected that there would be any concerns over an offender's loved ones, other, or themselves during the commission of a violent act.

This may be due to the time period involved. It is obviously difficult for one to consider too many other issues when in the middle of the commission of a crime. Still, it is obvious that most school violence perpetrators have very little concern for their school, others, or their community during the commission of a violent act at or upon a school. Very little concern for any of these three was projected by the offenders surveyed.

ASSOCIATED AND NON-ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATOR: THE AFTERMATH

IN THEIR OWN WORDS

**In Response to the Sandy Hook Elementary School Shooting
on December 14, 2012**

In the aftermath of the SENSELESS acts of VIOLENCE that occurred at the Newtown, CT Elementary School, my earnest PRAYER is that these few words will find you more DETERMINED and RESOLUTE than EVER! There has been much talk about the incident here behind the prison walls (as I am sure it must be out there in society). I WISH there was more that I could do to express sincere concern for the lives of those innocent young children, and the suffering of their FAMILIES, FRIENDS, and COMMUNITIES.

—BM/14/1996 (shot another student 6 times with a .22 caliber pistol on a school bus after a verbal feud)

I saw what just happen in Connecticut the tragedy of all those sweet innocent children. their lives cut short broke my heart when I saw it in the news, I hope this study can bring this madness to a stop once and for all. Or at least that we can recognize the people that might be thinking of doing something so disturbed like what just happen. My prayers go to the families and victims.

—HM/18/1999 (shot two rival gang members in parking lot after school)

Personal Comments to Author about School Violence

Although I didn't kill anyone or seriously injure anyone physically, the trauma was done. I terrorized my classmates, teachers and community. I've become a part of the worst trend in our society, and I hope you can help me speak out against it and encourage others to get the help they need instead of following in my footsteps, and the footsteps of too many others.

—WM/16/2004 (fired three rounds with a 12-gauge shotgun in a classroom)

INTRODUCTION

Many times the victims and offenders involved in violent acts seem to fade from memory quickly. Often the only ones who remember are those who were intimately involved as victims or offenders or their families. Once the headlines pass and trials are concluded, very often violent acts are replaced with new acts. This is true with acts of school violence as well. Although, given that some of these acts involve such great amounts of violence and involve so many young victims, some do remain strong in the collective memory of American society (e.g., Columbine High School in Colorado and Sandy Hook Elementary School in Connecticut).

This chapter attempts to examine the thoughts, feelings, and experiences of school violence perpetrators after their violent act is completed and upon their incarceration. The topics of who they blame for their act, feelings about reality, and what thoughts they may have about the future are examined. The issues of views of self, negative feelings about the act, and negative feelings about self are explored as well.

As stated in the introduction, a secondary part of the *overall* research project focused on the results of a 200-question scenario-based survey, entitled "School Violence Prevention Questionnaire."

Using a projective technique, respondents were asked to put themselves in the shoes of John/ Jane, a person similar to themselves at the time they committed their acts of violence, and to answer questions about John's/Jane's thoughts, feelings, and experiences at four different time periods. The following are the results of findings of the fourth and final time period, the aftermath.

THOUGHTS, FEELINGS, AND EXPERIENCES AFTER THE ACT

The following is an examination of the findings of this research pertaining to the school violence perpetrator's projected thoughts, feelings, and experiences after an act of school violence. 36 of the 78 offenders in this study completed the aforementioned survey. Part 4 of this survey dealt with a variety of issues dealing with everything from where they would project the blame for violent behavior to projected thoughts about a convicted offender's current and future situations.

They also had the opportunity to offer projected insight into the views they currently have of themselves and positive and negative feelings about themselves and their act. Given the population of this study, some of the offenders had reflections after many years (36) and some only a few (4).

Placing of Blame for Act

When a violent act occurs in society many want to understand why; this is especially true when it comes to the killing of children. Chart 11.1 offers findings as to whom the offenders themselves might feel the blame belongs to for their act.

The projected blame for the act varied almost evenly between being placed upon others, family, friends, teachers, victims, violent media, and alcohol. *Overall*, the perpetrators projected the blame equally (34%) on others and on the actual victim of the crime (34%). It should be noted that between 14% and 34% of the sample projected blame for actions upon someone or something other than the offender themselves.

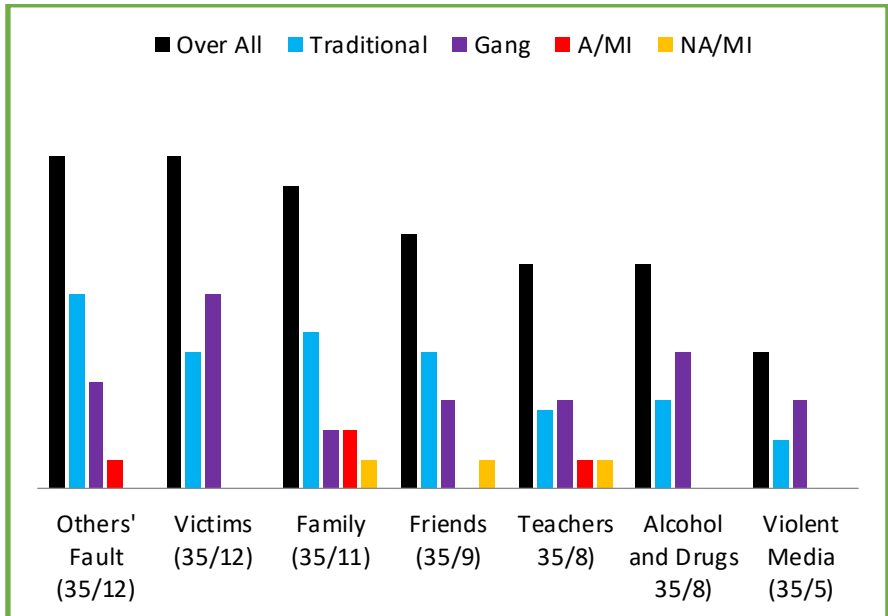


Chart 11.1. Placing of Blame for Act

Interestingly, for those of the other types of offenders who projected the placing of blame, they focused on only a few areas, while other types of offenders spread their projections across all categories. *Associated* and/or mentally ill school violence perpetrators projected blame upon family 6% of the time and another 6% between others (3%) and teachers (3%). This is not surprising in that in almost every one of the cases examined for this type of offender, a past teacher or coach of that individual was the target of the violence. The *Non-Associated* and/or mentally ill school violence perpetrator spread their projected blame equally between family, friends, and teachers at 3% each.

Feelings about Reality

Those surveyed also had the opportunity to project their feelings on what might concern an offender after their violent event and immediately following conviction and incarceration. As would be expected, the major projected concern for most was coming to terms with the reality of what happened and the ensuing

consequences.

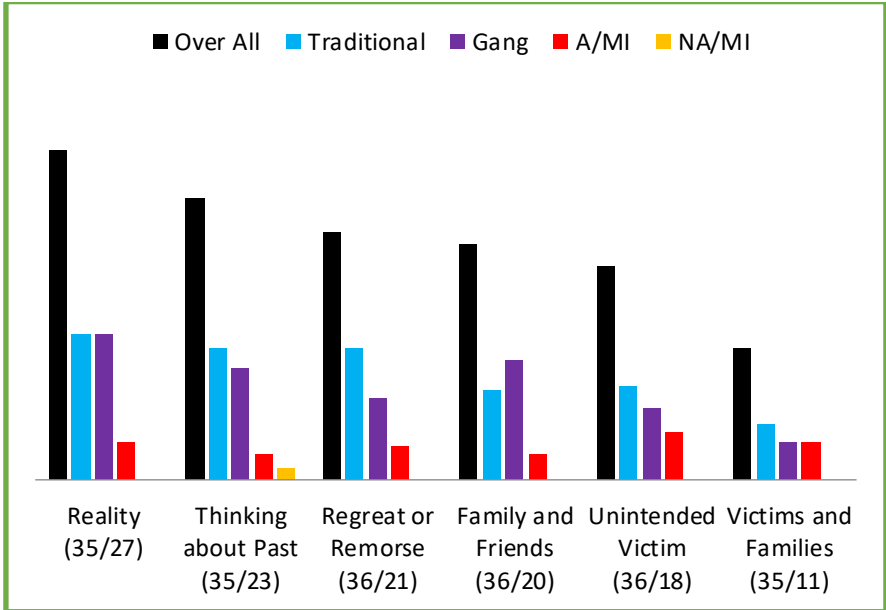


Chart 11.2. Feelings about Reality

Not surprisingly, the vast majority (77%) projected the primary concern was realizing the consequences of one's actions. Encouragingly, 66% projected that an offender might be contemplating their past and how they ended up where they were at that time.

Associated and/or mentally ill school violence perpetrators projected concern almost equally across the board, but projected the most concern (11%) over harm caused to unintended victims. The only feeling projected by the *Non-Associated* and/or mentally ill school violence perpetrators was 3% for the thinking of one's past.

Thoughts about Future

Examining the thoughts of convicted and incarcerated offenders is interesting and potentially the most truthful in that most have been forced to accept their fate and can reflect upon their past, present, and future with some sense of clarity. The following is an overview of the projected views on the possible thoughts of an offender at

this point in a violent act.

Overall, the major projected thoughts are in regards to whether the offender will ever be released (68%). Given the sentences given to these various types of school violence perpetrators, whether they will be given parole one day would be of major concern.

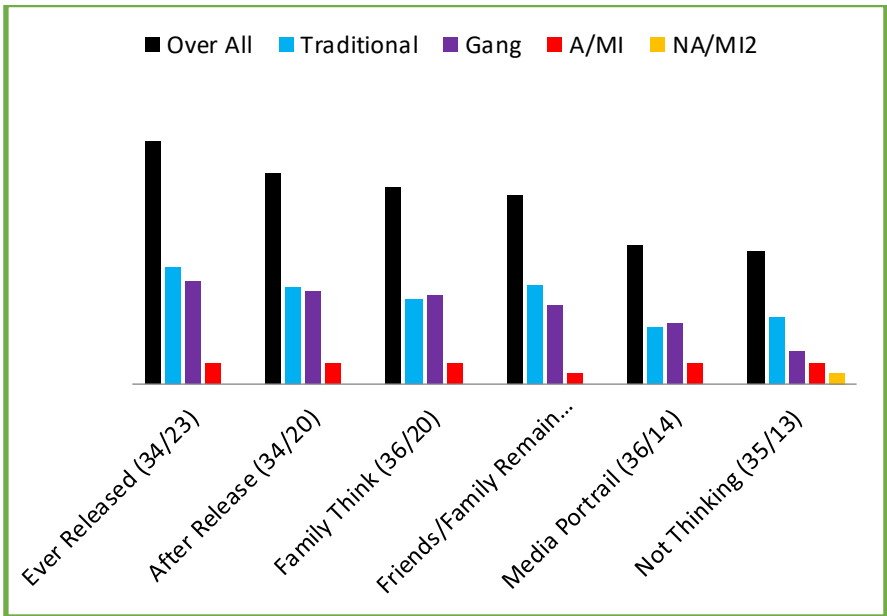


Chart 11.3. Major Thoughts about Future

To a much lesser degree, projections from the *Associated* and/or mentally ill school violence perpetrators also followed with significant percentages (6%) in all areas of concern. Once again, most *Non-Associated* and/or mentally ill school violence perpetrators did not project any thoughts at all except 3% projected the offender to not be thinking about anything at all at this point.

Lesser Thoughts about Future

Given the sentence of many of these incarcerated offenders, the hopes of future marriage and children are very remote. *Overall* at 34% and 33% offenders projected thoughts of whether they would ever be able to get married and have children.

Finishing high school (17%) and finding a job (26%) were secondary but significant projected concerns.

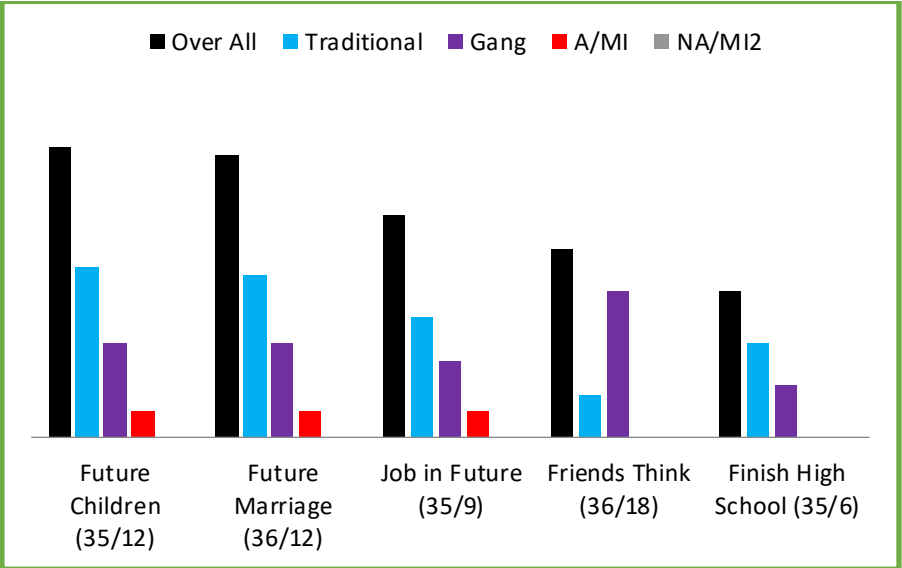


Chart 11.4. Lesser Thoughts about Future

As continues to be seen, *Associated* and/or mentally ill school violence perpetrators projected little thought about the future and *Non-Associated* and/or mentally ill school violence perpetrators projected no thoughts at all in these regards.

Views of Self and Act

As discussed in various parts of this book, the view that one has of themselves can have a significant impact on their current and future behavior.

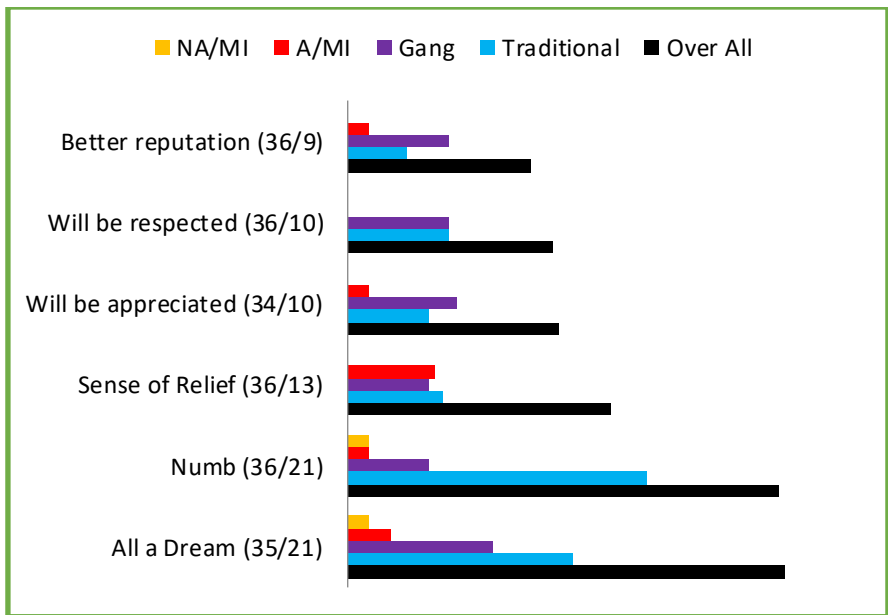


Chart 11.5. Views of Self after Incarceration

Chart 11.5 explores the projected views that the surveyed convicted offenders had in regard to their current thoughts of self. *Overall*, all types of offenders projected that the offender would feel that their act of violence was all a dream (60%) and one which had left them numb (59%). A significant percentage also projected that there would be a sense of relief (36%). Unfortunately, a very significant number projected that the offender thought that they would be appreciated for their act (29%) and would have more respect (28%) and have a better reputation (25%) since they had committed the act of school violence.

The *Associated* and/or mentally ill school violence perpetrators projected the most (12%) towards the offender having a sense of relief. The only projections from the *Non-Associated* and/or mentally ill school violence perpetrators were a sense of being numb at 3%.

Negative Feelings about Act

In addition to negative projected thoughts about how the school violence perpetrator sees an offender like him or her, there are many

concerns about the act itself as well.

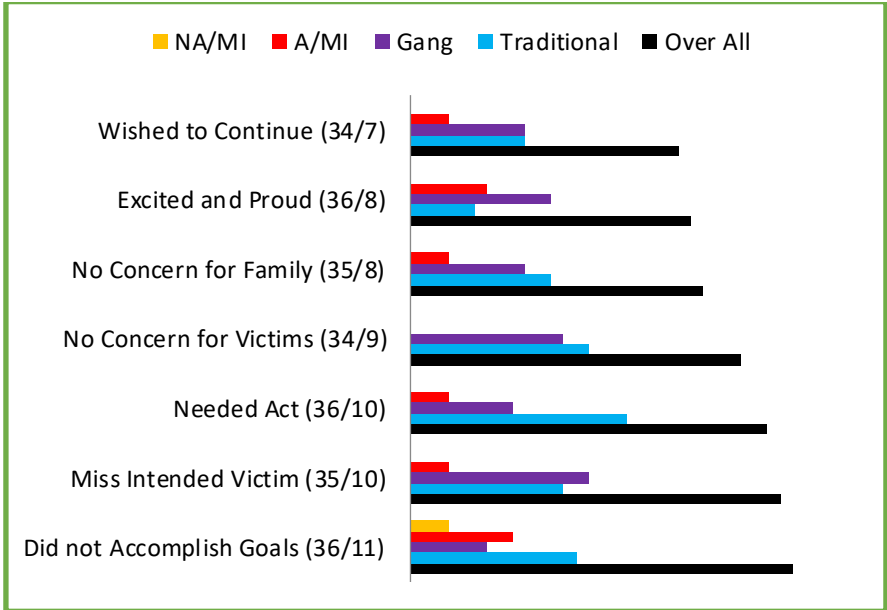


Chart 11.6. Negative Feelings about Act

Chart 11.6 examines the projected feelings an incarcerated school violence perpetrator may continue to have even into their punishment phase. *Overall* there are a significant percentage of projections which suggest that those who get to this point had major issues which led them to this point. An unsettling percentage of projections from all types of school violence perpetrators (30% and 29%) projected that the offender would be upset that they did not accomplish their violent goals and actually missed an intended victim. This continues when examining the projected views on how the offender would still believe that they needed to act (28%) and were excited and proud (22%) of their actions and actually wished they could have continued (21%).

Associated and/or mentally ill school violence perpetrators had equally negative projections across the board with the largest percentage of projection for the feeling that the offender did not accomplish their goals during the violent act (8%). Continuing a trend in this section, the *Non-Associated* and/or mentally ill school

violence perpetrators did not project feelings in this regard except 3% for the feeling that the offender did not accomplish their goal.

Negative Feelings about Self

This research also examined the negative feelings that the various types of school violence perpetrators might still have even upon their incarceration. The following gives an overview of their projected thoughts about what an incarcerated school violence perpetrator might still have as they serve their time for their act of violence.

Overall, over half (60%) projected ongoing fears of being sent to prison and how long they would have to remain (see chart 11.7). Given that all of these offenders surveyed are currently incarcerated this is not surprising. A great percentage of all offenders projected feelings that the hypothetical school violence offender would have significant thoughts about their own death (81%), either causing it themselves or for another to have done so. The *Traditional* school violence perpetrators projected the greatest percentages in regard to wishing for death (25% and 23%). As with all projections, fear of prison was strong (26%) as well.

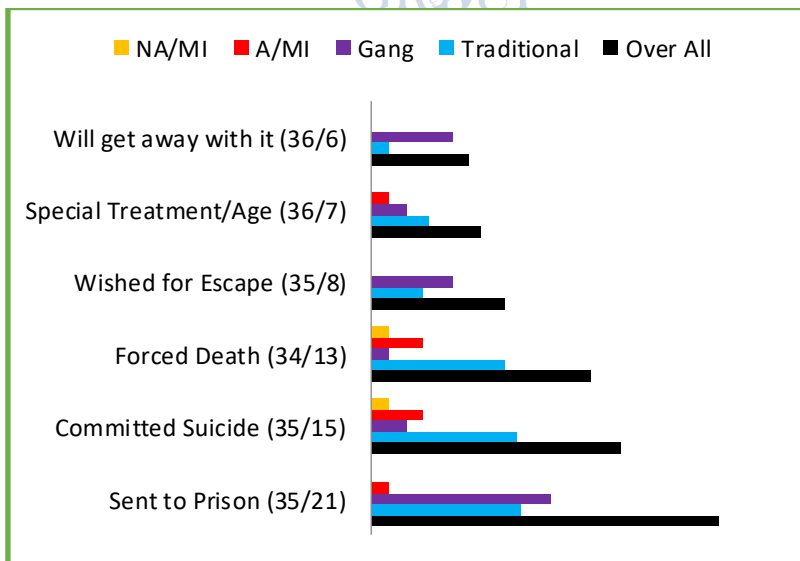


Chart 11.7. Negative Feelings about Self

In contrast, *Gang-Related* school violence perpetrators projected thoughts ranging from wishing for continued escape from the incident location (14%) to hoping for special treatment from the courts (6%). The *Associated* and/or mentally ill school violence perpetrators projected thoughts that the offender should have committed suicide or forced their death (18%) from others at the scene. In one area where *Non-Associated* and/or mentally ill school violence perpetrators did project feelings they echoed the *Associated* thoughts that they should have committed suicide or forced their own death (6%) at the scene of the crime.

SUMMARY

In summary, regarding the placing of blame for a violent act, all types of school violence perpetrators did so to someone or something else beyond themselves. There were almost none who projected the sole fault of the violence event upon the perpetrator alone. It also appears that almost all types of school violence perpetrators projected the same areas and feelings about the period after the act and when the punishment for the act begins. Most projected that offenders would begin to realize what had occurred and how they got to where they currently were. A significant percentage did project regret and remorse and concern for others involved.

Except for *Non-Associated* offenders, all types of offenders projected significant concern and thoughts by the offender about if they would ever be released, if family and friends would stand by them, and how they would be portrayed by the media. In contrast, a significant percentage of all types of offenders projected that the incarcerated offender would not be thinking about anything at all.

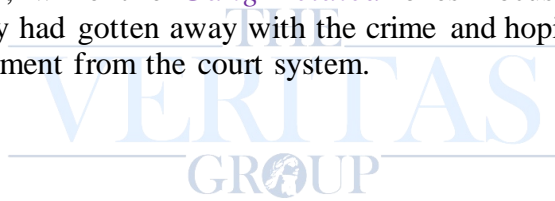
As far as projected lesser concerns for offenders, almost all were concerned over whether they would have the opportunity for a family at some point in the future. *Traditional* offenders projected the most concern in these areas, while *Non-Associated* offenders projected no thoughts in these areas at all.

An interesting trend revealed itself in examining the projected thoughts of the various types of school violence perpetrators when it comes to the views of their situation and life

upon incarceration. The vast majority still have feelings of the entire act being a dream and a lingering sense of being numb, while some do have a sense of relief. Unfortunately, very significant percentages still feel that they will be appreciated, respected more by others, and have a better reputation since their violence act was completed.

Continuing frightening trends, almost all types of school violence perpetrators projected feelings that the incarcerated offender would have feelings that they did not accomplish their goals and actually missed intended victims. The feeling that the act of violence needed to occur continues for many from the planning stage to even the punishment phase.

Interesting divisions are found in reviewing the projected feelings of the various school violence perpetrators when it comes to their personal thoughts once incarcerated. The *Traditional*, *associated*, and *Non-Associated* offenders projected strong feelings about death, while the *Gang-Related* ones focused more on wishing they had gotten away with the crime and hoping to receive special treatment from the court system.



Three

FINDINGS, ANALYSIS, AND RECOMMENDATIONS

The final chapters of this work resulted from an *overall* review of findings of this research. Analysis and recommendations were made of each type of school violence event and offender type. These chapters are not intended to serve as “profiles” of the school violence perpetrators examined or a simple “checklist of danger signs.” It is hoped to be much more and used as some way to point to the next juvenile who will commit a violent act on a K–12 school campus. Attempts to develop such “tools” are very often knee-jerk reactions of those who receive massive pressure to take some type of action after an act of school violence occurs. Trying to do this is a very shortsighted “preventive” measure and one which can do more harm than good.

The use of profiles and checklists are very dangerous as well. They often lead to individuals who are not violent, nor will ever be, being labeled as such and inevitably being treated as such. A great deal of empirical research exists confirming the extremely negative impact of “labeling” and “stereotyping” individuals. This is exponentially dangerous in labeling of juveniles. It is human nature to sometimes succumb to the mistreatment and abuse by others and simply take on the traits and behaviors that are being projected upon one. This is extremely true with children. If a child is told they are “nothing” and “worthless” long enough, they may start believing it and, in turn, confirming it by future behavior.

Instead, it is hoped that this work can be used to confirm areas that are already known to negatively impact students and young people. It is also believed that many new areas of concern were discovered in this work as well.

The findings, analysis, and recommendations pertaining to *Traditional*, *Gang-Related*, *Associated* and/or mentally ill, and *Non-Associated* and/or mentally school violence perpetrators are presented.

ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATORS: THE EVENT

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

Well, violence is not just something to be ignored causes we're scared cause if we say something to try to end it they might come after us just by getting involved, I also think that the perpetrator doesn't want to be known as not being cool or accepted on school grounds for whatever reason. If the perpetrator has been picked on or bullied around and made to look foolish around his or her peers thats what triggers the perpetrator off as well; most of the time it's a confirmation at school about an girlfriend the guy has or wants. They the guy tried to make him as small in front of everyone else in school as possible; students want their reputation as they say on the up and up.

—BF/16/1991 (stabbed a female rival in the back with a 6 1/2-inch kitchen knife she obtained in the school's kitchen in fighting over the same boyfriend)

INTRODUCTION

Americans must realize that K–12 school violence cannot be dealt with by simply removing the troublesome students. The expelling, suspending, or placing of a juvenile in an alternative school setting may only increase their anger against their former school and teachers. There is a growing trend of students who have failed or continued to have negative issues in their lives returning to their former school and committing acts of violence.

Associated and/or mentally ill school violence perpetrators were identified as offenders who were generally older and targeted a school where they have past or current involvement. These are most often former students who return to their previous school to commit a violent act. For most of these types of school violence perpetrators, the K–12 school was the place where they experienced their first failures, abuse, and mistreatment.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|---|----------------------------------|----------------------|---------------------|-----------------------------------|---|
| June 12, 1887, Thursday | Will Guess, male, Caucasian | Cleveland, Tennessee | Rifle | 1 killed | Guess shot Irene Fann because she whipped his little sister the previous day for disobeying school rules. |
| May 17, 1889, Friday | Oswald C. Allen, male, Caucasian | Washington, D.C. | Gun (not specified) | 2 killed (one being the attacker) | Allen shot his wife, Sarah Allen, in front of her third-grade class because she was leaving him. Allen then shot himself. |

FINDINGS

The following is an overview of the findings of this research as it relates to the *Associated* school violence perpetrators and incidents of violence. The findings are in order as presented in the earlier parts of the book in parts one and two.

The School

The first part of the overview deals with the factors involved in this

type of school violence as it relates to this type of perpetrator.

Location and Time of Events of School Violence Incident

Most of the *Associated* type offenders will commit their acts in the Northeast: Mid-Atlantic Region (i.e., New Jersey, New York, and Pennsylvania).

Table 12.1. Location and Time of Events of School Violence Incident

| | |
|---|--|
| Incidents by U.S. Census Bureau Regions | Northeast: Mid-Atlantic Region (<i>i.e.</i> , New Jersey, New York, and Pennsylvania) |
| Type of Developed | Suburban |
| Month of Incident | February and August |
| Day of Week | Wednesday, Thursday, and Friday |
| Time of School Day | Between 7:00 and 12:00pm |

Their attacks will often occur in suburban areas of these states and occur in either February or August. Their acts will most often occur later in the school week (i.e., Wednesday through Friday), but will almost always happen as the school day begins to lunch time.

Most of this type of violence will occur in public high schools, but can occur even at the elementary level. There will most often be no school resource officer or metal detectors at the school. This type of offender is more likely to commit their acts at relatively smaller schools (300 to 500 students). The schools will have the *Traditional* number of 12 to 20 students per teacher, but with student populations which are 91 to 99% white. There will be very few minority students attending these schools.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|---|--------------------------|--------------------|--------|----------|--|
| December 16, 1904, Friday | J. E. Woodward, male | Magee, Mississippi | Pistol | 1 killed | E. E. Mangum remonstrated with Woodward because he had severely whipped his son. He lost his temper and shot through Woodward's wrist, and Woodward was then handed a pistol by a bystander and killed Mangum. |
| February 9, 1905, Thursday | Elmer Hildreth, 17, male | Colusa, California | Gun | 1 killed | After being suspended from school, Hildreth got into a heated confrontation with William Ingrim who grabbed an ax and went after him. Hildreth ordered him to stop, but he kept coming, so he killed him. |

The School Environment in which They Occur

Table 12.2. The School Environment in which They Occur

| | |
|--|-------------------------------|
| Level of School | High School and Elementary |
| Public vs. Private School | Public |
| Was SRO Present at Incident? | No |
| Were Metal Detectors Present at Time of Incident? | No |
| Student Population | 300 to 500 students |
| Faculty Student Ratio | 12 to 20 students per teacher |
| % of White Students | 91 to 99% |
| % of Black Students | 2 to 10% |
| % of Hispanic Students | 0 to 1% |
| % of Other Students | 0 to 1% |

The School Violence Event

For *Associated* type perpetrators, they will have specific targets at the school where they commit their act and will ultimately offer explanations for why they committed their act.

Table 12.3. The School Violence Event

| | |
|---|--------------------------------------|
| Why was School Chosen? | Specific target(s) at school |
| Stated Reason for Incident | Yes |
| Length of Planning Period | 1 week |
| Was Event Gang-Related? | No |
| Informed Other of Intentions | May or may not tell others of plan |
| Did Shooter Have Co-Conspirators? | No did |
| Perpetrator Have List Of Targets? | Yes |
| If List Existed, How Many On List? | 1 |
| Targets: Individual, Group, Multiple, Random, or Individual target | Individual target |
| Location of Incident in School | Hallway |
| Length of Incident in Minutes | 3 to 5 minutes |
| Number of Shots Fired | 1 to 5 |
| How Did Incident End? | Apprehended by police after struggle |

This type of offender is the first to put more planning into their acts, often doing so for a week in advance. Their motivation will have nothing to do with the gang lifestyle and they will have a list of targets even if it is only one person. They will most often begin their act of violence in a school hallway but may do so in the school gym. Most of this is due to these being locations where their targets were found.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|--|------------------------|-----------------|----------|----------|---|
| March 23, 1907, Saturday | George Nicholson, male | Carmi, Illinois | Revolver | 1 killed | Nicholson killed John Kurd during a school rehearsal after Kurd made a disparaging remark about Nicholson's daughter. |

| | | | | | |
|--------------------------|----------------------------------|-----------------------------------|---------|-----------------------------------|---|
| February 2, 1934, Friday | Herman Seick, 28 male, Caucasian | Monroe School No. 2; Harlan, Iowa | Shotgun | 2 killed (including the attacker) | Seick shot Margaret Graves in her classroom, in front of twenty students before shooting himself. Ms. Graves was his former suitor. |
|--------------------------|----------------------------------|-----------------------------------|---------|-----------------------------------|---|

ANALYSIS AND RECOMMENDATIONS

Surpassed by only *Gang-Related* offenders, *Associated* school violence perpetrators pose the most significant threat to a K–12 school. For a multitude of reasons, these individuals will begin to believe that someone at their former school is somehow responsible for their current failures or negative issues in life. They may also see their former high school as the place where their troubles and failures began. This type of offender, in every incident examined, returned to kill a former teacher, athletic coach, or principal. They had no plans on harming any students or bystanders, just the person they had identified as being most responsible for their own failures in life.



ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATORS: THE PERPETRATOR

INTRODUCTION

This chapter seeks to examine the *Associated And/or Mentally Ill School Violence Perpetrator* in much more depth.

The Perpetrator

The next section examines in more detail this particular type of offender.

Who Is the Perpetrator?

This type of school violence perpetrator, by definition, will be an outsider with some type of former connection to the school.

Table 13.1. Who Is the Perpetrator?

| | |
|--|------------------------------------|
| Relationship to School | Outsider with connection to school |
| Age of Perpetrator | 19 to 27 |
| Sex of Perpetrator | Male |
| Race of Perpetrator | White |
| Socioeconomic Status of Perpetrator | Lower and Middle |

| | |
|---|---|
| Grade at Time of Incident | Some had and some had not graduated, none in school |
| Body Build of Perpetrator | Average |
| Birth Order of Perpetrator | Youngest |
| Number of Siblings Living With Perpetrator | 0 |

They will be older than the other offenders with ages ranging from 19 to 27 years of age. They will most often be white males coming from lower- to middle-class socioeconomic circumstances. They will have had some schooling, but may not have actually graduated from high school. They will most often be the youngest in their family, but not living with any family members at the time of their violence.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|--|-------------------------------------|---|--|--|---|
| May 7, 1935, Tuesday | Dr. Paul Kyle, 78, male, Caucasian | Kyle School for Boys; Irvington, New York | Shotgun | 1 killed | Dr. Paul Kyle, the head of the school, committed suicide because a former pupil's mother didn't reciprocate his feelings for her. |
| May 6, 1940, Monday | Verlin Spencer, 38, male, Caucasian | South Pasadena Junior High School; South Pasadena, California | Pistol including 50 rounds of ammunition | 5 killed, 2 wounded, and shooter wounded | Verlin Spencer, the principal of a Californian junior high school, was informed that he would not be rehired the following year. As a result, Spencer went to the administrative offices and shot five administrators and wounded two others. |

Perpetrator's Traits and Issues

The vast majority of this type of offender will have evidence of past and current mental health issues and will be currently taking prescribed medicine for their issues.

Table 13.2. Perpetrator's Traits and Issues

| | |
|--|--|
| Evidence of Prior Mental Health Issues | Yes |
| Taking Medications for Mental Health | Yes |
| Evidence of Physical Health Issues | No |
| Parental Situation at Time of Incident | Not living with parent |
| Any Evidence of Family Dysfunction | Yes |
| Any Evidence of Physical Parental Abuse or Neglect | Yes |
| Any Evidence of Sexual Abuse | No |
| Marital Status of Perpetrator at Time of Incident | Single |
| Perpetrator Involved Regularly in Religious Activities | No |
| Evidence of School Disciplinary Problems | Not in school |
| Any Evidence of Recent School Difficulties | Not in school |
| Any Evidence of Perpetrator Being Bullied | No |
| If Bullied, Why? | Intelligence |
| Any Evidence of Recent Broken Relationship | May or may not have a recent broken relationship |
| Perpetrator on Drugs/Alcohol at Arrest | No |
| Perpetrator Possessed Drugs at Arrest | No |
| Any Evidence of Past Drug or Alcohol Use | No |
| Any Evidence Perpetrator Regularly Watched Violent Movies | No |
| Any Evidence Perpetrator Read Books with Violent Themes | No |
| Any Evidence Perpetrator Played Violent Video Games | No |

| | |
|--|----|
| Any Evidence Perpetrator Writing/Drawing Material with Violent Themes | No |
|--|----|

They will generally not have any other significant physical problems and believing alone and unmarried. They most often will have a history of being physically and emotionally abused by their parents. These offenders will have the traditional current problems at school in that they will not be currently enrolled. They may or may not have had a recent breakup of an important relationship and will not have any evidence of unhealthy interest in violent music or media. Opportunities for insight into their thoughts will generally not be available in their writings or drawings around the time of the incident.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|--|-------------------------------------|--|----------|---------------------------|---|
| July 4, 1940, Thursday | Joseph Moshell, 47, male, Caucasian | St. Mary's-In-The-Field High School (House of Mercy); Valhalla, NY | Pistol | 1 killed, shooter wounded | Because Joseph Moshell's fifteen-year-old daughter Meba refused to come home from her Episcopal school, he shot her in the presence of a nun. |
| September 12, 1940, Thursday | William Kuhns, 35, male, Caucasian | Temporary school; Uniontown, PA | Revolver | 1 killed, shooter wounded | After Carolyn Dellamea told William Kuhns that she had to end their relationship because he was married, he came into her elementary school classroom and shot her. He also tried to commit suicide but was unsuccessful. |

Characteristics of Weapons Used and Injuries

This type of offender is the first group of offenders to use varying types of weapons from handguns to baseball bats.

Table 13.3. Characteristics of Weapons Used and Injuries Incurred

| | |
|--|---|
| Were Weapons Readily Available to Shooter? | Yes |
| Where Was Gun/Weapon Obtained? | Stolen, gifts, legally owned |
| Number of Weapons | 1 |
| Rounds of Ammunition Available | 1 to 10 |
| Types of Weapons Used | .22 caliber pistol, .45 caliber pistol, AK-47, 12-gauge shotgun, .44 caliber rifle, machete, and baseball bat |
| Number of Potential Victims | 41 to 50 |
| Killed or Injured Anyone outside School before or After School Incident | No |
| Number Killed | 0 |
| Number Injured | 1 |

The *Associated* and/or Mentally Ill school violence perpetrator's weapons are easily found and are very often legally owned and given as gifts by others. Interestingly, they seem to be much more prevalent in smaller student bodies with lower amounts of potential victims. They will have not injured anyone prior to their act of school violence but will injure at least one during the event.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|--|---------------------|--|----------------------------|----------------------|--|
| January 17, 1974, Thursday | Steven Guy, 14 male | Chicago, Illinois; Clara W. Barton Elementary School | Gun; revolver and a pistol | One killed 3 wounded | Principal Rudolph Jezek, Jr., 52, was shot to death in his office a former student said to be angry at being transferred from the school to a social |

| | | | | | |
|---------------------------|-------------------------------------|-----------------------------------|--|---------------------------------|--|
| | | | | | adjustment center |
| October 30, 1990, Tuesday | Manuela Reyes, 32, Female, Hispanic | Garland, Texas (Naaman Forest HS) | .25 caliber semiautomatic pistol (handgun) | 1 wounded (assistant principal) | Shooter (mother of student) came to school to complain about how her child had been treated. She got angry, pulled a gun on the AP, and shot a bullet. The bullet missed, so she fired another which hit him in the leg. A football coach intervened a retrieved the weapon. |

Charges, Trials, Pleas, Convictions, and Sentences

As with the other offenders, they will generally receive 1 to 5 initial charges and seek a jury trial.

Table 13.4. Charges, Trials, Pleas, Convictions, and Sentences

| | |
|--|------------|
| Number of Different Charges | 1 to 5 |
| Type of Trial | Jury Trial |
| Was There a Plea Bargain? | No |
| Not Guilty by Reason of Insanity as Defense at Trial or in Plea Agreement | Yes |

| | |
|---|--|
| Guilty but Mentally Ill as Defense at Trial or in Plea Agreement | No |
| Conviction Counts | 1st degree murder |
| Number of Conviction Counts | 1 |
| Original Sentence Received | Terms of years and life without parole |
| Minimum Number of Years Sentenced | 16 to 20 |
| Maximum Number of Years Sentenced | Life |
| Eligible for Parole | May or may not be eligible |

Very often this type of offender will offer the “not guilty by reason of insanity plea” to charges of 1st degree murder if such are brought against them. These individuals will generally receive a term of years in their sentencing with a minimum of 16 years up to life without parole. This group is one of two to have the greatest percentage of offenders who are not eligible for parole.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|--|-------------------------------------|--|--|---------------------------------|--|
| January 17, 1974, Thursday | Steven Guy, 14 male | Chicago, Illinois; Clara W. Barton Elementary School | Gun; revolver and a pistol | One killed 3 wounded | Principal Rudolph Jezek, Jr., 52, was shot to death in his office a former student said to be angry at being transferred from the school to a social adjustment center |
| October 30, 1990, Tuesday | Manuela Reyes, 32, Female, Hispanic | Garland, Texas (Naaman Forest HS) | .25 caliber semiautomatic pistol (handgun) | 1 wounded (assistant principal) | Shooter (mother of student) came to school to complain about how her child had been treated. She got angry, pulled a gun on the AP, and shot a bullet. The bullet missed, so she fired |

| | | | | | |
|-----------------------------|---------------------------|-----------------------------------|--|-------------------------------|---|
| | | | | | another which hit him in the leg. A football coach intervened a retrieved the weapon. |
| October 23, 1991, Wednesday | Drumestic Brown, 18, Male | Dallas, Texas (A. Maceo Smith HS) | (handgun) | 1 killed (student) | Shooter (HS drop- out) went to the school to defend his brother who had been bullied. When they finally ran out of the school the shooter fired a shot back at the front doors fatally hitting a student. The boy turned himself in the next day. |
| September 18, 1992, Friday | Calvin Bell, 44/45, Male | Houston, Texas (Piney Point ES) | 9 millimeter pistol (handgun) .22 caliber semiautomatic pistol (handgun) Hunting knife (knife) | 2 wounded (2 police officers) | Shooter (father of student) was angry over his child's report card and shot 14 rounds inside the school. He then surrendered to police. |

ANALYSIS AND RECOMMENDATIONS

These former students are also a unique threat, too, in that they are very familiar with the school grounds, layout of buildings, and class schedules. Therefore when they begin planning their violence, they will know what extra precautions they need to take to increase their likelihood of being “successful” in the attack.

ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATORS: THE THOUGHTS AND FEELINGS

INTRODUCTION

This chapter seeks to examine the thoughts and feelings of the *Associated and/or Mentally Ill School Violence Perpetrators*. Their projected thoughts are examine, prior, during and after their act of school violence.

The Thoughts

The final section is an overview of this type of offender's thoughts and feelings before, during, and after their act of school violence.

Before the Decision to Commit Violence

Before the *Associated* type of offender decides to begin planning an act of school violence, they will very often have little or no concern for others and be lacking most in self-confidence in their romantic relationships.

Table 14.1. Before the Decision to Commit Violence

| | |
|-------------------------------------|--|
| View of Self | Little concern or compassion for others |
| Lack of Self Confidence | Romantic relationships |
| Unsure of Role | Unsure of role with peer ground |
| Perceived as Leader | Does not feel anyone sees them as a leader |
| Perceived Importance | Does not feel important to others |
| Feelings of Being Threatened | Feels reputation is threatened |
| Feelings of Being Ignored | Feels ignored by family |
| Needs Ignored | Feels ignored by friends |
| Feelings of Being Ridiculed | Feels ridiculed For physical appearance |
| Feelings of Not Being Valued | Feels not valued by family |
| Issues in Suffering | Depression and suicidal thoughts |
| Isolation | Feels isolated from friends and family |
| Disrespect | Feels disrespected by students |
| Feeling Labeled | Labeled as geek/weirdo by many |
| Feelings about Parents | Unsupported and dominated by parents |
| Bullying | Not bullied |
| Punished Unfairly | Feels punished by parents |
| Physical Abuse | Family member |
| Sexual Abuse | Family and stranger |
| Emotional Abuse | By a family member |
| Influences | Not influenced |
| Under The Influence | Another person's prescription medication |
| Dealing with Loss | Loss of special relationship and family member |
| Fighting | Other students in past |
| Seeking Revenge | Revenge for family |
| Seeking Personal Respect | Seeking respect from friends and family |
| Gang Involvement | None |

They will be unsure of their role with their peers and feel unimportant to and neglected by almost everyone in their lives. If they are ridiculed or bullied it will most often be due to their physical appearance. Often they will have experienced significant physical, emotional, and sexual abuse, most often at the hands of strangers who had access to them as children. Interestingly they are often taking prescription medicine from another person but not

under any other type of physical influence. They will often state that the motivation for this act was to get revenge upon those who had harmed them in the past and may be seeking respect from family and friends in some fashion. There will be no gang involvement but a very deep sense of anger and unhappiness with their current lives.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|---|------------------------|---|--------------------|--|---|
| November 13, 1992, Friday | Steve Wenzel, 39, Male | Cypress, Texas (Langham Creek HS) | .45 caliber pistol | 2 killed (wife, shooter suicide) | Shooter (husband of faculty member) drove to his wife's workplace (the school) and gunned her down before he took his own life. |
| October 2, 1996, Wednesday | Steven Boyd, 25, Male | Smedley Elementary School, Philadelphia, Pennsylvania | (gun) | 2 Killed (Stacey Buxton-Boyd, Mother, and Lealoa Coles, Visitor) | Steven Boyd shows up and kills his ex-wife and her cousin, who was waiting with her. |

Planning the Violence

While planning their violence this type of offender will be very concerned about future ramifications for their loved ones, but very committed that their planned act must occur.

Table 14.2. Planning the Violence

| | |
|--|----------------------------|
| Concerned about during Planning Stage | Concerned about loved ones |
| Thoughts about Plans | Act must be done |
| Second Thoughts about Plans | Feeling nervous |

A great sense of nervousness will be present, but it is often in regards to worrying if their plans for revenge are adequate enough.

During the Violence

As with the *Traditional* type of offenders, during the actual event they will have strong feelings of wanting to die before or during the event.

Table 14.3. During the Violence

| | |
|--------------------------|------------------------------------|
| Thoughts about | Wanting to die |
| Negative Feelings | Will be praised by others |
| Not in Control | Not in control at all |
| Worried about | Worried about school and community |

In their minds they will have some type of feeling that they will actually be praised by others for what they are doing. This is the only group who will have actual concerns over future ramification for their school and community while committing the act.

The Aftermath

Table 14.4. The Aftermath

| | |
|-----------------------------|--|
| Placing of Blame for | Blames family |
| Feelings about | Worried about unintended victims |
| Thoughts about | After release and how viewed by family |
| Views of Self | Sense of relief |
| Negative Feelings | Did not achieve goals |
| Negative Feelings | Completing suicide |

This type of offender will most often blame their families for what they have done and be worried about any unintended victims that may have been harmed as they pursued their targeted individual at the school. Interestingly, this is the only group who will be worried about how they will be viewed by family at this point and upon release from prison.

This group also will offer that they finally have a sense of

relief in their minds, but will also state that they very often did not reach their goals in what they hoped to accomplish in their violent act. Many will continue to contemplate suicide as a solution to their current situation.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|---|-----------------------|-------------------|-----------------------|---|---|
| January 5, 1972, Wednesday | James A. Brooks, male | Washington, DC | Gun | 1 killed | Fifth-grade teacher Margaret Brooks, 57, was shot to death in front of her students by her estranged husband James |
| May 1, 1998, Friday | Juan Roman, 37, Male | Buffalo, New York | .357 magnum (handgun) | 1 killed (teacher/wife) 1 wounded (teacher's aide) | Shooter (Sheriff deputy) entered the school, found his wife and fatally shot her before leaving the school and being stopped by police. A teacher's aide was caught in the crossfire; she was only wounded. |

ANALYSIS AND RECOMMENDATIONS

This is a sobering reminder to all school personnel that how they

treat a student may have fatal repercussions down the line. Many of these offenders return to their schools four or five years after they left the school. Many of these offenders were expelled or dropped out of their former school for a multitude of reasons. This speaks to the need for other types of policies in dealing with troublesome students beyond simply getting rid of them.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|---|--|--|------------------------------------|----------|---|
| March 12, 1951, Monday | Billy Ray Powell, 16, male; and Hugh Justice, 19, male | Union Mills, NC Alexander School | .22 caliber single-shot rifle | 2 killed | Professor W. B. Sweat brought Hugh and Johnson into his office to reprimand them about their grades. In response, they borrowed the .22 caliber single-shot rifle and camped out in his office, waiting for him, before shooting him. They also shot Wade Johnson, 15, for telling on them for their rule breaking. |
| February 26, 2010, Friday | Jed Ryan Waits, 30, Male | Birney Elementary School; Tacoma, Washington | Unknown as to the type of gun used | 1 killed | Victim had received a civil anti-harassment order against the suspect in September. Had violated the order just one week prior, and then posted bail on Monday. Teacher was shot and killed just before the students arrived for the day |

| | | | | | |
|----------------------------|--------------------------------|----------------------|------------------------------------|----------|--|
| December 14, 2010, Tuesday | Clay Duke, 56, Male, Caucasian | Panama City, Florida | Unknown as to the type of gun used | 1 killed | Gun was pulled during a school board meeting in Panama City District. All but 6 male members were asked to leave the room. Superintendent was shot. Duke was an ex-convict on probation for aggravated sta king charged. |
|----------------------------|--------------------------------|----------------------|------------------------------------|----------|--|



CHAPTER 15: NON-ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATORS: THE EVENT

IN THEIR OWN WORDS

Personal Comments to Author about School Violence

The juvenile mind is fragile and misunderstood. Us juveniles tend to hide what truly is serious in order to protect what we perceived to be serious. For example, I hide the fact that I was sexually assaulted by my victim for two years prior to shooting him. But I told no one of this till I was 18, because in my small idiotic juvenile brain I thought no one would believe me, or that it would prove what every one thought about me, that I was homosexual. But what clammed me up even more was, what would my then girlfriend think. If I couldn't protect myself then how was I to protect her. She that is how messed up the juvenile brain is, I should never have been worried about that, because I was facing life with the possibility for parole in XXXX.

—WM/15/2006 (Entered the main hallway of his school with a .22 caliber revolver and a 20-gauge shotgun taken from his father's locked gun cabinet and killed his social studies teacher)

INTRODUCTION

The *Non-Associated* and/or mentally ill school violence perpetrator, on an intellectual level, may be the most interesting of all types of offenders. They are also the type of offender who is most reluctant to offer any true insight into way they chose the K–12 school as a target for their violence. A great deal of this is obviously due to the high percentage of these offenders who were and remain mentally ill. Maintaining contact with this type of offender is difficult as well in that they are very often shuttled from one prison to another and one psychiatric facility to another in their given state.

The *Non-Associated* and/or mentally ill school violence perpetrators are identified as offenders who were generally much older and targeted a school of which they had no past or current involvement. These are not past students who returned to their previous school to commit a violent act, but, instead, targeted it for other reasons (e.g., as a symbol of innocence).

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|---|---|--|-------------------|----------------------|--|
| July 6, 1764, Friday | 4 Lenape (Delaware) Native Americans, males | Pontiac's Rebellion School; Three miles north of present day Greencastle, PA | Gun and tomahawks | 11 killed, 1 injured | Four Native Americans entered the school house near present day Green Castle, Pennsylvania, shot all twelve people inside, and then proceeded to scalp them. |
| March 15, 1884, | Group of Jackson County | Female Academy; Jackson | Revolvers | No injuries or | A group of drunk farmers left |

| | | | | | |
|----------|--|-----------------|--|--------|---|
| Saturday | Farmers, various ages, male, Caucasian | County, Georgia | | deaths | a tavern and began going around town shooting their revolvers. When the female students fled from the school yard back into the school, the farmers followed them and began shooting at the door. |
|----------|--|-----------------|--|--------|---|

FINDINGS

The following is an overview of the findings of this research as it relates to the *Non-Associated* school violence perpetrators and incidents of violence. The findings are in order as presented in the earlier parts of the book in parts one and two.

The School

The first part of the overview deals with the factors involved in this type of school violence as it relates to this type of perpetrator.

Location and Time of Events of School Violence Incident

Non-Associated and/or mentally ill school violence types of offenders are most likely to strike in the West: Pacific Region (i.e., Alaska, California, Hawaii, Oregon, and Washington). Of course this is an

overstatement; as in all forms of school violence, these attacks can happen anywhere at any time.

Table 15.1. Location and Time of Events of School Violence Incident

| | |
|--|--|
| Incidents by U.S. Census Bureau Regions | West: Pacific Region (<i>i.e.</i> , Alaska, California, Hawaii, Oregon , and Washington) |
| Type of Developed Environment | Suburban and Urban |
| Month of Incident | May and October |
| Day of Week | Monday and Friday |
| Time of School Day | Between 8:00 to 12:00pm |

Generally they will be in suburban or urban areas and occur most often in May and October. These incidents can happen any day of the week but seem to occur most often between 8:00 a.m. and 12:00 p.m.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|---|-----------------------------------|---|---------|--------------------------|---|
| April 9, 1891, Thursday | James Foster, 70, male, Caucasian | St. Mary's Parochial School; Newburgh, New York | Shotgun | Several students injured | Foster fired at a group of students into the playground of St. Mary's Parochial School. This was the first mass shooting in the U.S. where students were shot |

| | | | | | |
|----------------------------|-----------|---|-----|-----------------------------|---|
| | | | | | by an American citizen. |
| August 18, 1909, Wednesday | Six Males | Fruitvale School; Bakersfield, California | Gun | None were injured or killed | After dove hunting, six young men deliberately shot out the glass in the doors and windows narrowly missing several children. |

The School Environment in which They Occur

Frighteningly, this is the only type of offender who actually targets pre- schools and elementary schools.

Table 15.2. The School Environment in Which They Occur

| | |
|--|------------------------------|
| Level of School | Elementary and Preschool |
| Public vs. Private School | Public |
| Was SRO Present At Incident? | No |
| Were Metal Detectors Present At Time of Incident? | No |
| Student Population | 20 to 100 students |
| Faculty Student Ratio | 7 to 10 students per teacher |
| % of White Students | 11 to 24% or 91 to 99% |
| % of Black Students | 0 to 1% and 2 to 10% |
| % of Hispanic Students | 0 to 1% and 2 to 10% |
| % of Other Students | 0 to 1% and 60 to 70% |

These schools will most often be public schools with very little or no security. This is probably an additional attraction these schools have to this type of offender. The schools targeted will be

small with less than 100 students and the inherent smaller class sizes of 7 to 10 students per teacher. Interestingly, and probably simply due to the geographical location this type of offender finds themselves in, there is either a very high percentage of white students or relatively few.

The School Violence Event

For this type of school violence perpetrator, the school will be chosen as a symbol or incidental to their choice to commit violence.

Table 15.3. The School Violence Event

| | |
|--|--------------------------------------|
| Why Was School Chosen? | School was a symbol or incidental |
| Stated Reason for Incident | Yes |
| Length of Planning Period | 1 week |
| Was Event Gang-Related? | No |
| Informed Other of Intentions | May or may not have |
| Did Shooter Have Co-Conspirators? | No |
| Did Perpetrator Have List Of Targets? | No |
| If List Existed, How Many On List? | 0 |
| Targets: Individual, Group, Multiple, or Random | Random targets |
| Location of Incident in School | Inside school grounds |
| Length of Incident in Minutes | 1 to 60 minutes |
| Number of Shots Fired | 1 to 5 |
| How Did Incident End? | Apprehended by police after struggle |

Some will target preschools and elementary schools in that there are many young and innocent lives present to harm or they might simply be the closest school with the lowest level of security. Almost all will offer a reason for their attack at some point and may have or not informed others of their plans. When they

commit their act they will do so alone and have random targets. Most of their violence will occur outside of the school building on school property and last up to an hour or more. If they have a firearm 1 to 5 shots will be fired. Almost all will be apprehended at the scene of their crime by police or others at the scene.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|---|----------------------------------|------------------------------------|-------------------------|----------|--|
| February 22, 1943, Monday | Harry Wyman, 13, male, Caucasian | Harvey School; Port Chester, NY | Rifle (owned by school) | 1 killed | Harry Wyman, a Czech refugee, shot himself in the workshop room of the school. |
| December 23, 1948, Thursday | Robert Ross, 14, male, Caucasian | Herriman Farm School; New York, NY | Rifle | 1 killed | Ross was shooting at inanimate targets near the school's lake when another student, Louis Walseben Jr., walked onto the range and was accidentally shot in the head. |

ANALYSIS AND RECOMMENDATIONS

The *Non-Associated* and/or mentally ill school violence perpetrator is probably the most frightening type of offender that has been examined. These are individuals that a victimized school has not had any contact with, does not know, and about whom, they have no warning. The *Associated* type offenders will be former students that school officials will know and be cognizant of future issues they might have with that individual. This is very true when this offender is one which was recently expelled or escorted off of a school property.

NON-ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATORS: THE PERPETRATOR

INTRODUCTION

This chapter seeks to examine the thoughts and feelings of the *Non-Associated* and/or *mentally ill* school violence perpetrator. Their projected thoughts are examine, prior, during and after their act of school violence.

The Perpetrator

The next section examines in more detail this particular type of offender.

Who is the Perpetrator?

All of these types of offenders will have no connection to their targeted school and have the largest age range in offenders of 16 to 55.

Table 16.1. Who is the Perpetrator?

| | |
|-------------------------------|---------------------------|
| Relationship to School | Outsider with no contacts |
| Age of Perpetrator | 16 to 55 |
| Sex of Perpetrator | Male |
| Race of Perpetrator | White |

| | |
|---|------------------------|
| Socioeconomic Status of Perpetrator | Middle to Upper Middle |
| Grade at Time of Incident | Completed high school |
| Body Build of Perpetrator | Slight to Average |
| Birth Order of Perpetrator | Youngest and Middle |
| Number of Siblings Living With Perpetrator | 0 |
| On Probation at Time of Incident | No |

They will most often be white males, but *Non-Associated* and/or mentally ill perpetrators are one of the groups most likely to include female offenders. They will also be more likely to come from middle- to upper-middle- class socioeconomic background. They will be the youngest or middle child in their families and be of slight to average build. At the time of their attack they will very often be living alone and not on any type of probation.

Perpetrator's Traits and Issues

This type of offender will most likely have evidence of significant past mental health issues, but not on any prescribed medicine. They will be living alone and having no significant physical health issues.

Table 16.2. Perpetrator's Traits and Issues

| | |
|--|--|
| Evidence of Prior Mental Health Issues | Yes |
| Taking Medications for Mental Health | No |
| Evidence of Physical Health Issues | No |
| Parental Situation at Time of Incident | Not living with parents |
| Any Evidence of Family Dysfunction? | May or may not have family dysfunction |
| Any Evidence of Physical Parental Abuse or Neglect? | No |

| | |
|---|--|
| Any Evidence of Sexual Abuse? | No |
| Marital Status of Perpetrator at Time of Incident | Single |
| Perpetrator Involved Regularly In Religious Activities? | No |
| Evidence of School Disciplinary Problems | Not in school |
| Any Evidence of Recent School Difficulties? | Not in school |
| Any Evidence of Perpetrator Being Bullied? | No |
| If Bullied, Why? | None |
| Any Evidence of Recent Broken Relationship? | May or may not have a recent broken relationship |
| Perpetrator on Drugs/Alcohol at Arrest? | No |
| Perpetrator Possessed Drugs at Arrest? | No |
| Any Evidence of Past Drug or Alcohol Use? | No |
| Any Evidence Perpetrator Regularly Watched Violent Movies? | No |
| Any Evidence Perpetrator Read Books With Violent? | No |
| Any Evidence Perpetrator Played Violent Video? | No |
| Any Evidence Perpetrator Writing/Drawing Material with Violent Themes? | No |

There may or may not be signs of current dysfunction in their families, but they will probably be single and some are recently divorced. They will not have the *Traditional* issues at school in that they will not be currently enrolled in school, but may have had the breakup of a significant personal relationship. As with many of the other types of offenders, there very well may be no sign of significant past alcohol or other drug abuse and they will not be under

the influence of anything at the time of their attack.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|---|--------------------------------|---|--|---------------------|--|
| June 4, 1951, Monday | Carl Arch, 49, male | Central Commercial High School Annex; New York City, New York | Vase, fountain pen, revolver | 1 killed (attacker) | Carl Arch invaded an all girls' school in New York City. He went into health class in the gymnasium and started tapping a student leader on the head with a vase. The classes were ordered to leave the building by a teacher when an officer, who was summoned by students, came to take Arch down. A chase started through the gym leading to the outside of the school where Arch threw the vase, hitting officer Eugene Grace in the shoulder. When Grace pulled out his revolver, Arch lunged at him with an open fountain pen and was shot in the head by Grace. |
| January 29, 1979, Monday | Brenda Ann Spencer, 16, female | San Diego, California; Grover Cleveland Elementary School | Gun; .22-caliber sniper rifle her dad gave her for Christmas | 2 killed 9 wounded | Opens fire from the window of her home across the street, she fired the shots because "I don't like Mondays." |

Characteristics of Weapons Used and Injuries Incurred

In regards to the weapons used and harm caused, this type of offender will have easy access to weapons in that they generally use items which they legally own.

Table 16.3. Characteristics of Weapons Used and Injuries Incurred

| | |
|--|---|
| Were Weapons Readily Available To Shooter? | Yes |
| Where Was Gun/Weapon Obtained? | Gift from family or legally owned |
| Number of Weapons | 1 |
| Rounds of Ammunition Available | 1 to 200 |
| Types of Weapons Used | .22 caliber pistol, .22 caliber rifle, knife, vehicle, and propane tank |
| Number of Potential Victims | 21 to 300 |
| Killed or Injured Anyone outside School before or After School Incident | no |
| Number Killed | 0 |
| Number Injured | 1 to 5 |

If it is going to be a firearm, it is often a .22 caliber pistol or rifle, but most often it is a vehicle, which they use to crash into school property locations and then attack students with other items such as propane tanks and machetes. When they do use firearms they are the one group to bring the most of extra ammunition. Again, they most often attack smaller schools with smaller numbers of potential victims. They are often the group to do the most harm and injuries to others at 1 to 5.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|--|--|---|------|----------------------|---|
| May 16, 1986, Friday | David Young, Male; Doris Young, Female | Cokeville Elementary School, Cokeville, Wyoming | Bomb | 2 Killed, 74 Injured | Dave and Doris Young went into Cokeville Elementary School with a bomb and took 154 students and 13 adults hostage demanding a \$300 million dollar ransom. After begging the kids to be quiet she accidentally prematurely detonated the bomb injuring herself and |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | 79 others. Upon returning David shot his wife and then himself. |
|--|--|--|--|--|---|

Charges, Trials, Pleas, Convictions, and Sentences

The *Non-Associated* offenders, as with the other types of offenders, generally receive 1 to 5 initial charges and also seek jury trials.

Table 16.4. Charges, Trials, Pleas, Convictions, and Sentences

| | |
|--|---|
| Number of Different Charges | 1 to 5 |
| Type of Trial | Jury Trial |
| Was There A Plea Bargain? | No |
| Not Guilty By Reason Of Insanity as Defense at Trial or In Plea Agreement | Yes |
| Guilty but Mentally Ill As Defense at Trial or In Plea Agreement | No |
| Conviction Counts | Attempted Murder, Kidnapping, and Other Charges |
| Number of Conviction Counts | 1 to 5 |
| Original Sentence Received | Terms of years and Life without Parole |
| Minimum Number of Years Sentenced | 21 to 35 |
| Maximum Number of Years Sentenced | 21 to Life |
| Eligible for Parole | May or may not be eligible |

The reason for the jury trial in almost all of the cases is that these offenders see plea bargains after entering pleas of “not guilty by reason of insanity.” This is the one type of offender who most often receives the most variation in charges from attempted murder to kidnapping. They will receive sentences of terms of year up to life without the possibility of parole.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|---|-------------------------|---|-------------|----------------------|--|
| May 20, 1988, Friday | Laurie Dann, 30, Female | Hubbard Woods School, Winnetka, Illinois | Unknown | 2 Killed, 6 Injured | Jaurie Dann, 30 entered Hubbard Elementary school and kills an eight year old boy, and injures six others. Afterwards Taking her own life. |
| January 17, 1989, Tuesday | Patrick Purdy, 25, male | Cleveland Elementary School, Stockton, California | Unknown Gun | 6 Killed, 29 Injured | Patrick Purdy Shot and killed five children arriving at Cleveland Elementary school and wounded twenty-nine others and one teacher before taking his own life. |

ANALYSIS AND RECOMMENDATIONS

The *Non-Associated* on the other hand are individuals who have lost all hope in life and see that their own death may be the only answer. Some of these individuals are filled with so much hatred that they wish to attack a school in that it is a symbol of happy young people just beginning their lives. This is why this is the only type of offender in this study which targeted preschools and elementary schools.

GROUP

NON-ASSOCIATED AND/OR MENTALLY ILL SCHOOL VIOLENCE PERPETRATORS: THE THOUGHTS AND FEELINGS

INTRODUCTION

This chapter seeks to examine the thoughts and feelings of the *Non-Associated* and/or *mentally ill* school violence perpetrator. Their projected thoughts are examine, prior, during and after their act of school violence.

The Thoughts

The final section is an overview of this type of offender's thoughts and feelings before, during, and after their act of school violence.

Before the Decision to Commit Violence

As with all types of school violence perpetrators, these offenders will be suffering from a multitude of issues.

Table 17.1. Before the Decision to Commit Violence

| | |
|-------------------------------------|--|
| View of Self | Issues with conflict and authority |
| Lack of Self Confidence | Lack of self-confidence with all |
| Unsure Of Role | Unsure of role with all |
| Perceived As a Leader | Does not feel anyone sees them as a leader |
| Perceived Importance | Does not feel important to others |
| Feelings of Being Threatened | Threatened by all |
| Feelings of Being Ignored | Feels like they are ignored by everyone |
| Needs Ignored | Feels ignored by all |
| Feelings of Being Ridiculed | Feels ridiculed by all |
| Feelings of Not Being Valued | Feels not valued by anyone |
| Issues in Suffering | Suffering from multiple psychological issues |
| Isolation | Feels isolated from everyone |
| Disrespect | Feels disrespected by everyone |
| Feeling Labeled | Reports being labeled in many ways by others |
| Feelings about Parents | Disrespected and unsupported by parents |
| Bullying | Bullied in school |
| Punished Unfairly | Feels punished By teachers and parents |
| Physical Abuse | By family member |
| Sexual Abuse | By family member |
| Emotional Abuse | Report from a stranger |
| Influences | Slight media influence |
| Under The Influence | Marijuana, hard drugs, and alcohol |
| Dealing with Loss | No loss |
| Fighting | Fighting with all |

| | |
|---------------------------------|----------------------|
| Seeking Revenge | No revenge mentioned |
| Seeking Personal Respect | No |
| Gang Involvement | No |
| Happiness Issues | Unhappy with all |

They will have significant issues with conflict and be anti-authority. They will have a sense of a lack of confidence in all areas of their lives. They will also be unsure of their role with everyone and in everything. There will be no self-perception of being important to others and completely ignored causing them to feel various types of threats from all as well. These offenders will be suffering from multiple mental health issues and feel totally disrespected and neglected by everyone. They will probably have a past history of physical, emotional, and sexual abuse by family members.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|--|-------------------------|--|-----------|---|---|
| February 19, 1991, Tuesday | Michael Jarow, 20, Male | New Orleans, Louisiana (Booker T. Washington HS) | (handgun) | 1 killed (student), 1 wounded (student) | Shooter (no relation) enters school grounds, found a group of students and fatally shot one of them, while wounding another. He escaped school premises before the police arrived, but was later apprehended. |
| April 15, 1993, Thursday | David Taber, 44, Male | Acushnet, Massachusetts (Ford MS) | (gun) | 1 killed (student) | Shooter (?) invades the school and takes three hostages. He later shot and killed the school nurse Carol Day. |

This is the only group in this study where significant information was discovered involving the significant impact of

violent music and other media on the offender. Also, this group was the only group to have a significant percentage of offenders under the influence of alcohol and other drugs at the time of their attack. Often these offenders will not mention that any type of revenge was sought, only that they were intensively unhappy and angry at life.

Planning the Violence

As with most other types of offenders, this group had no concerns as they planned their act of violence.

Table 17.2. Planning the Violence

| | |
|--|--|
| Concerned about during planning stage | No concerns |
| Thoughts about Plans | Must be done and worried plans are good enough |
| Second Thoughts about Plans | Afraid and nervous |

They were certain of what they were going to do and that it needed to happen. While nervous and afraid, the reasons for the feelings were over concerns that their plans might not be good enough to carry out their plans.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|--|-------------------------|--|-------|----------------------|--|
| September 17, 1993, Friday | Kevin Newman, 29, Male, | Sheridan, Wyoming (Central MS) | (gun) | 4 wounded (students) | Shooter (no relation) opened fire on an athletic field while middle school kids were practicing. Four of them were wounded before the shooter took his own life. A suicide note was later found. |
| January 14, 1999, Thursday | UO, Male | Harry S. Truman High School, New York City, New York | (gun) | 2 wounded | A man got out of a car and opened fire wounding two students |

During the Violence

This group of offenders was the most to report that a primary reason for this violence was that they wanted to be killed by someone during their act of violence.

Table 17.3. During the Violence

| | |
|-----------------------------|-----------------------|
| Thoughts about Death | Hoping to die |
| Negative Feelings | None reported |
| Not In Control | Not in control at all |
| Worried About | Not worried |

They also stated that they were not in control of their actions, thus their pleas in court, and had no worries at all during the commission of their violence.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|---|---|---|---------------------|----------------------------------|---|
| February 2, 2001, Wednesday | William Michael Stankewicz, 56, male, Caucasian | Pennsylvania; North Hopewell-Winterstown Elem. School | machete | 3 adults and 11 children injured | William entered the Pennsylvania elementary school with a machete and injured 3 adults and 11 children. |
| October 2, 2006, Monday | Charles Carl Roberts IV, 32, male, Caucasian | Nickel Mines, Penn.; Amish School | Gun (Not specified) | 6 killed, 5 wounded | Roberts took hostages and shot 10 girls (ages 6–13), killing 5 and wounded the other 5. He then committed suicide. He left his wife and daughters suicide notes. Claimed to have molested 2 relates between 3–5 years old when he was 12 and wanted to do it again. |

The Aftermath

The *Non-Associated* type school violence perpetrator will blame everyone except themselves for this act of violence committed against a K–12 school.

Table 17.4. The Aftermath

| | |
|-------------------------------------|--------------------------------------|
| Placing of Blame for Act | Blames Family, friends, and teachers |
| Feelings about Reality | Thinking a lot about past |
| Thoughts about Future | Not thinking of future |
| Views of Self | All unreal and numb |
| Negative Feelings about Act | Did not achieve goals |
| Negative Feelings about Self | Should have forced them to kill them |

After the event some will be thinking about their past while others will not. Almost all will state that they are not thinking of the future and simply feel numb in their prison cells. They will offer though they are bothered that they did not accomplish their goals of violence and wish they had forced someone to have killed them during the commission of their act.

ANALYSIS AND RECOMMENDATIONS

This type of offender is the type that crashes cars into school property or school buildings and then attacks students with baseball bats, machetes, or even attempts to detonate homemade explosive devices attached to propane tanks. Unfortunately, this type of offender drives the creation of new school buildings as fortresses and many external security measures.

This type of offender is the same type of individual who attacks the audience of a movie theater or shopping mall. They are the type that opens fire on crowds outside of national monuments. Sadly they are also the type which attack preschool children on a playground.

| Historical Examples of this type of School Violence Perpetrator | | | | | |
|---|--|--|---------------------|---------------------|--|
| November 9, 2009, Monday | Christopher Craft, 43, Male | Pine Plains, NY; Stissing Mountain Middle-Senior High School | shotgun | 0 wounded or killed | Craft took Principal Robert Hess as a hostage. Was talked out of firing any shots by the SWAT team. |
| October 8, 2010, Friday | Brendan L O'Rourke, 41 Male, Caucasian | Kelly Elementary School; Carlsbad, California | .357 caliber magnum | 2 wounded | Emptied a .357 caliber magnum revolver at children on a playground and had more bullets along with a gas can and propane tank. |



EPILOGUE

Question: Has it always been like this?

Answer: Yes, sort of. . . .

Those who cannot remember the past are condemned to repeat it.

—George Santayana (December 16, 1863–September 26, 1952),
Philosopher, essayist, poet, and novelist

INTRODUCTION

As the final part of this work is being written the attack on a party in the Inland Regional Center in San Bernardino, California, on December 2, 2015, at around 11:00 a.m. is being broadcast on CNN and other news outlets. The usual casts of characters with personal agendas begin their same old attempts to use such a horrific incident to their advantage. It is sad to most that each time an event such as this occurs there seems to be very little interested in determining why the event happened beyond a consideration as to whether the event was a terroristic attack. Obviously it was determined to be such, but many conspiracy theories flew through most media outlets.

Another phenomenon occurs as well. People immediately

try to group all types of violent events into one large all-inclusive bucket. Therefore they come up with massive arguments on such peripheral issues such as gun-control and use (or lack thereof) of medications to deal with real or perceived mental health issues in individuals.

There will always be guns. There will always be personal issues that cause people to resort to violence. There will always be mental health issues. There will always be crime, poverty, and depression.

Those issues need to be addressed in the United States and then maybe people will not be as willing to pick up a weapon and harm themselves and others.

ALL DOCUMENTED SCHOOL VIOLENCE INCIDENTS FROM 1700 TO 2015

Any attempt to document all incidents of school violence or disturbance in American K–12 schools is essentially an impossible task. Conducting any type of research when it comes to school violence and disturbance is extremely difficult and findings can be misleading at best.

As stated before, there are many reasons for this, first no system for recording and enumerating individual acts of crime existed until 1933, when the Federal Bureau of Investigation's *Uniform Crime Report* was developed. Second, many forms of individual aggression, such as juvenile misbehavior, were not a matter of great public concern and attention until the 1960s; moreover, throughout history, even definitions of what constituted school disturbance have varied.

Third, reporting procedures have varied, and continue to vary, among school districts and it was not until the 1970s did many school districts kept comprehensive data on student criminality on their campuses, and the result is that most early information on school disturbance and problems is primarily anecdotal or simply not available. Fourth, local school administrators have historically played down their problems to give the impression that they controlled their school situation completely. Thus, fifth, most researchers involved in this type of

research only use and depend on the data and information gained from others and never do their own field research.

The following examination is based on 594 incidents which could be identified and verified between July 1, 1764, and November 30, 2015. Moreover, for many of these incidents there was enough information to make any reasonable discussion of the events.

| | Over All | <i>Traditional</i> | <i>Gang- Related</i> | <i>Associated</i> | <i>Non- Associated</i> |
|-----------|-------------|--------------------|--------------------------|-------------------|----------------------------|
| 1700-1899 | 21 | 14 | 0 | 3 | 4 |
| 1900-1919 | 30 | 14 | 0 | 14 | 2 |
| 1920-1929 | 2 | 1 | 0 | 1 | 0 |
| 1930-1939 | 9 | 3 | 0 | 5 | 1 |
| 1940-1949 | 15 | 6 | 1 | 6 | 2 |
| 1950-1959 | 17 | 11 | 2 | 3 | 1 |
| 1960-1969 | 15 | 13 | 0 | 0 | 2 |
| 1970-1979 | 28 | 17 | 0 | 7 | 4 |
| 1980-1989 | 29 | 25 | 0 | 0 | 4 |
| 1990-1999 | 297 | 220 | 45 | 25 | 7 |
| 2000-2009 | 61 | 49 | 6 | 4 | 2 |
| 2010-2015 | 70 | 44 | 11 | 8 | 7 |

Table 18.1. Number of Documented School Violence Incidents from 1700 to 2015

The above provides a representation of the distribution of documented school violence incidents between 1700 and 2015. These events have been typed and divided based on the definitions of the 4 types of school violence perpetrators examined in this work: *Traditional*, *Gang-Related*, *Associated* and/or Mentally Ill, and *Non-Associated* and/or Mentally Ill school violence perpetrators.

The following is a discussion of the trends in the *overall* number of school violence incidents and the evolution of them as divided by type of perpetrator.

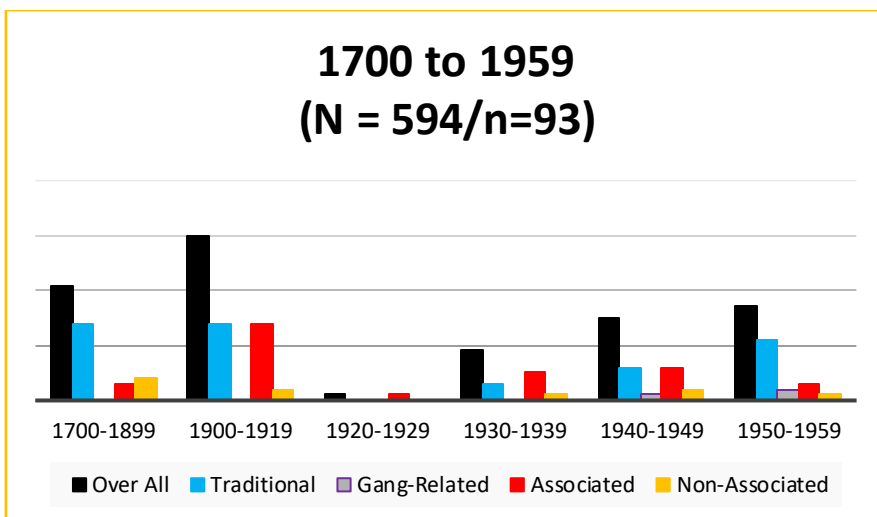


Chart 18.1. Documented School Violence Incidents from 1700 to 1959

The above table shows the documented school violence events from 1764 to 2015 ($n = 93$) (see chart 18.1). The first realization presented here is that the United States has had school violence since the very first school houses opened. This first event documented in America was on Friday, July 6, 1764, at the Pontiac's Rebellion School (three miles north of present day Greencastle, Pennsylvania). It is reported that four Native American males entered the school house and shot the twelve people inside, then proceeded to scalp them. This resulted in 11 being killed and 1 injured.

Many assume that violent acts committed at or around K–12 schools is a new phenomenon. The information provided above offers that prior to the twentieth century, American schools experienced at least 21 incidents of violence. Fourteen of these incidents involved *Traditional* types of school violence (shootings, fights, stabbings, etc.) by currently enrolled and attending juveniles, but a little less than half of the incidents were committed by outsiders. Three of the earliest events involved individuals coming to the school grounds for revenge for their perceived mistreatment from teachers or mistreatment of fellow family members. Four of these events involved older individuals choosing to commit their acts of violence at or near a school with not apparent connection to the school. This early trend is seen in almost every decade since

this time.

Chart 18.2 examines the documented school violence incidents between 1960 and 2015 (see chart E.2). Obviously, this is the period where the bulk of the incidents occurred. During this time period approximately 500 events occurred across the United States in K–12 schools. Over half of these incidents occurred in one decade 1990 to 1999 (297) and over half of the *Traditional* school violence incidents (220) happened during the same period.

Most would assume that most of the violence in schools would have been related to gang violence due to what was occurring on American streets during this period. The second highest number of incidents (45) were identified as gang related. It should be remembered though that in this type of research it is sometimes very difficult to identify clearly the true motivation for a violent act. For example, a school shooting may be between two rival gang members, but the catalyst for the violence may in reality be over a mutual girlfriend. Thus, how should such an event be classified?

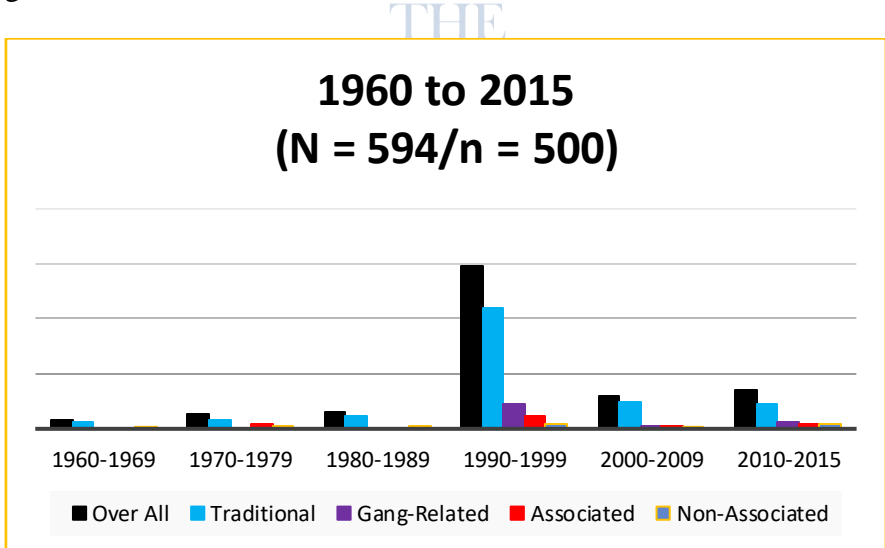


Chart 18.2. Documented School Violence Incidents from 1960 to 2015

Most jurisdictions will label it as gang related if there is any evidence that one or more of the offenders is a known gang member. But, in reality, the ultimate violence may be a simple unrelated dispute over something non-*Gang-Related*.

This chart (chart 18.2) also mirrors the violent crime rates

in the United States in the late 2000s as well. After a very significant increase in violent crime in the early 1990s, the mid 2000s saw a second spike, albeit much less, in all forms of violence. While the late 1990s found a large number of school violence incidents, the late 2000s did as well.

EXAMINATION OF INCIDENTS FROM 1700 TO 2015 BY TYPOLOGY

The following section offers an overview of the types of school violence events between 1700 and 2015 (see chart 18.3). In order to offer more detail on the true nature of these events, they have been broken down by type of perpetrator.

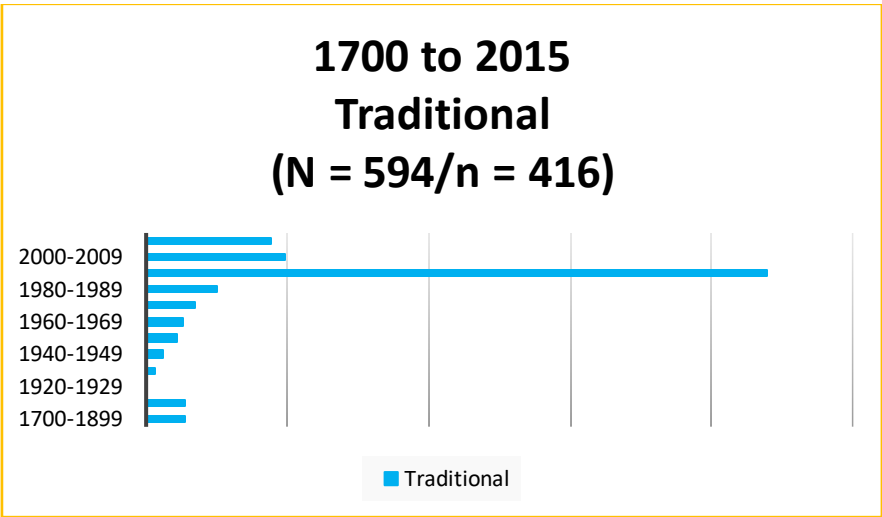


Chart 18.3. *Traditional* School Violence Incidents from 1700 to 2015

Between 1700 and 2015 there were approximately 416 incidents of school violence which could be attributed to *Traditional* types of offenders (see chart 18.4). As with all trends, the bulk of these events occurred between 1990 and 1999. Of all types of events this type was approximately 70% of all of the documented events.

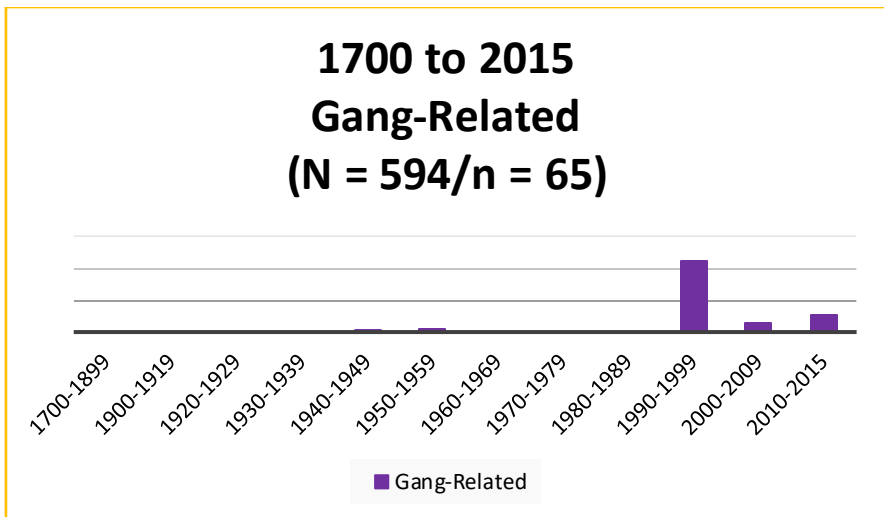


Chart 18.4. *Gang-Related* School Violence Incidents from 1700 to 2015

Given the location of the event (in or around K–12 school buildings/grounds) this would make sense. What should be noted here is that there has been a steady trend of violence committed by juvenile against their schools, classmates, and teachers since the late 1700s. As will be discussed further in this section, these trends match the trends in all types of juvenile violence in United States and that of the American public.

The number of identified *Gang-Related* school violence events is interesting (see chart 18.5). The first identified *Gang-Related* event was Wednesday, June 26, 1946, at Public School 147 Annex of the Brooklyn High School for Automotive Trades in Brooklyn, New York. Reportedly, 7 unidentified African-American males, ages 17 to 18, shot to death another student who refused to give up his lunch money to the gang. He was shot in the chest with a pistol. There were also 2 events which occurred in the 1950s, but then no other documented incidents until the 1990s. The second surge in juvenile violence in and out of schools in the late 2000s did involve a large number of *Gang-Related* incidents.

As discussed many times in this work is the fact that there is a growing number of *Associated* and/or Mentally Ill school violence perpetrators targeting their former schools, teachers, and administrators. The chart above offers an overview of these types of offenders between 1700 and 2015. This is one group which has had

a constant representation in all decades of the history of American K–12 education.

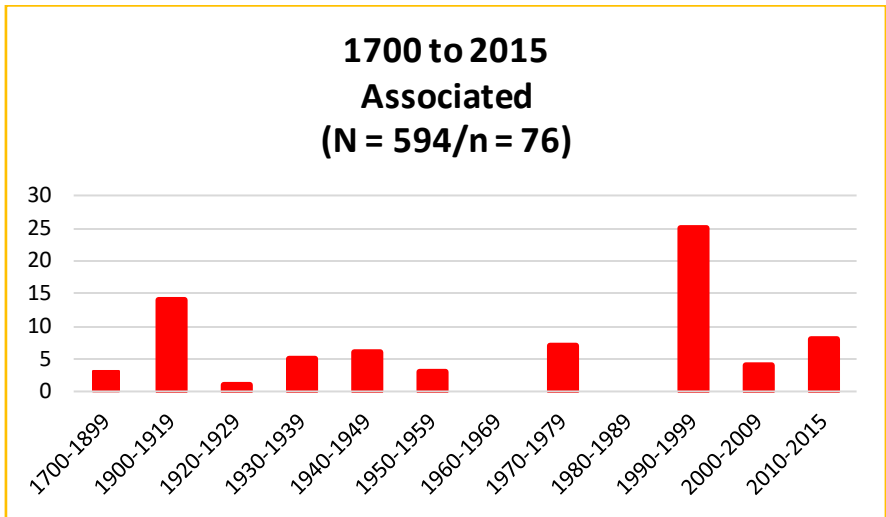


Chart 18.5. **Associated** and/or Mentally Ill School Violence Incidents from 1700 to 2015

Historically there have been slightly more (76) school violence acts committed by older *Associated* individuals than *Gang-Related* (65) *Non-Associated* and/or Mentally Ill School Violence Incidents from 1700 to 2015 (see chart 18.6). This is extremely interesting given the common perception that the public generally has in regards to who is the great danger to school safety. It is also interesting that this type of offender mirrored all other types of offenders by the largest number of these types of attacks occurring in the 1990s.

As with *Associated* and/or Mentally Ill school violence perpetrators, *Non-Associated* types of offenders have always been a threat to American K–12 schools. As stated earlier, the very first event documented in America was on Friday, July 6, 1764, at the Pontiac's Rebellion School. This type of event, albeit given the time period, can be seen as a *Non-Associated* type of attack.

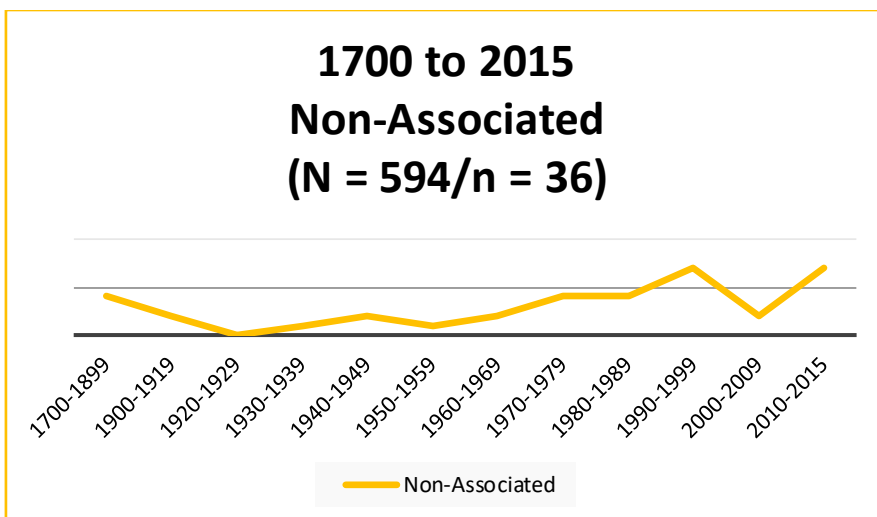


Chart 18.6. *Non-Associated* and/or Mentally Ill School Violence Incidents from 1700 to 2015

As with all other types of offenders, this type of perpetrator can be found in almost all decades. Thus, individuals who have no true connection to a particular school may still target it for their act of violence. The fewest events from 1700 to 2015 (36) involved this type of perpetrator. It should be noted that this type of offender is the fastest growing type of threat to American schools.

DOCUMENTED SCHOOL VIOLENCE INCIDENTS FROM 1700 TO 2015 BY DECADE

The below (chart 18.7) offers information on the 21 incidents of school violence which occurred in the United States between 1700 and 1899 (see chart 18.7). The bulk of the events involved *Traditional* types of offenders (14), but a significant number of events involved *Associated* (3) and *Non-Associated* (4) types of offenders.

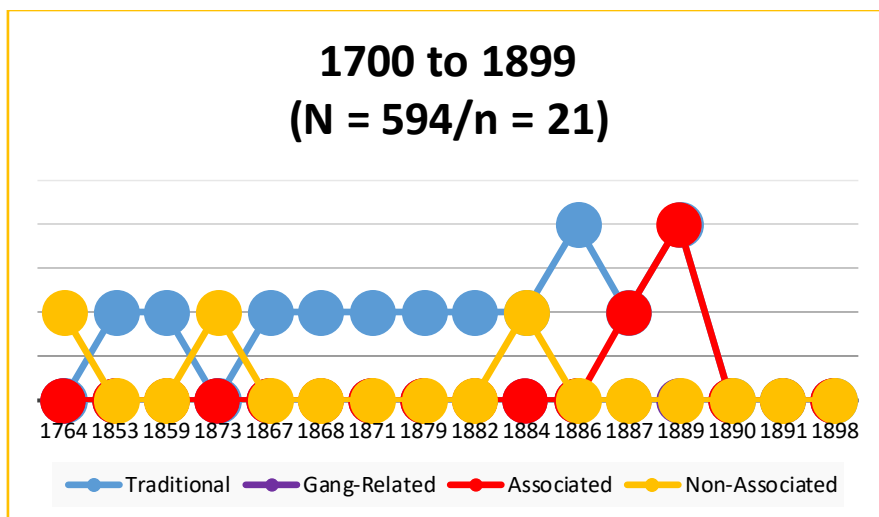


Chart 18.7. Incidents from 1700 to 1899 by Decade by Typologies

In examining the distribution of events, *Traditional* types of incidents were equally distributed throughout this time period.

The period between 1900 and 1919 is an interesting time for school violence (see chart 18.8). During this period there was an equal distribution of *Traditional* (14) and *Associated* (14) types of school violence incidents. There were no *Gang-Related* incidents reported during this time and only 2 *Non-Associated* incidents.

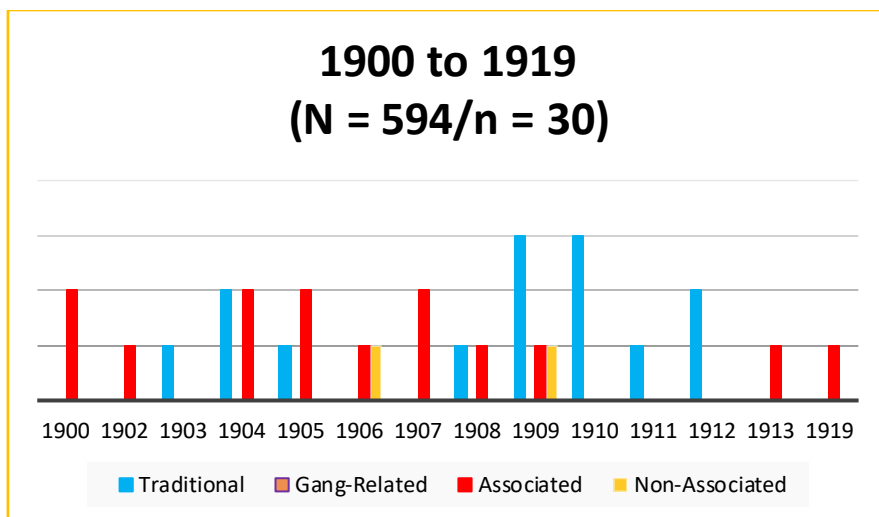


Chart 18.8. Incidents from 1900 to 1919 by Decade by Typologies

Extremely interesting is the fact that only two incidents of school violence at a K–12 American school can be documented (see chart 18.9). The first was on Tuesday, February 15, 1927, when Thomas J O'Donnell, Jr., committed suicide in his school auditorium. In his suicide letter, he said he wanted to reduce the financial burden of his family. The second was on Wednesday, May 18, 1927, when school Treasurer Andrew Kehoe, who was having financial problems, killed his wife before setting bombs off at his home. He then headed to his school where he set off a number of bombs he had planted over the preceding weeks. He also used a bomb to kill himself in his car. This was the largest school massacre at the time resulting in 45 deaths and 58 injuries.

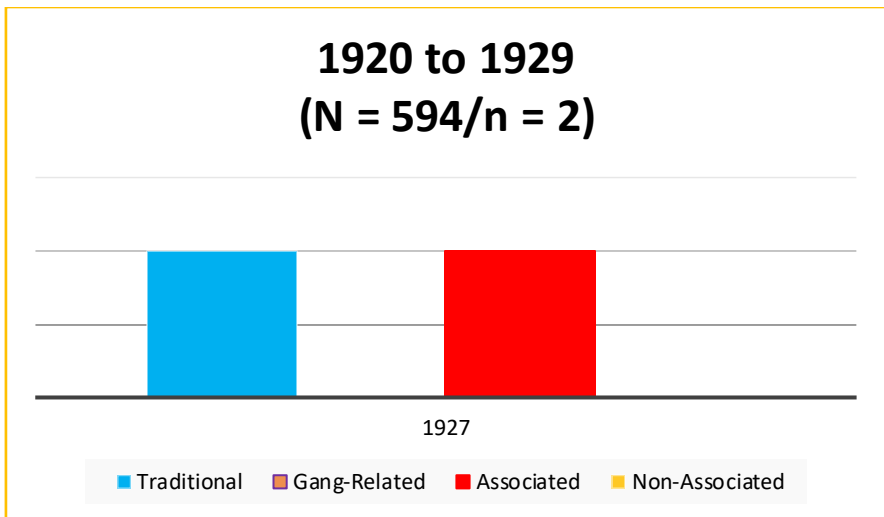


Chart 18.9. Incidents from 1920 to 1929 by Decade by Typologies

Thus, during this time period, there were only two documented acts of school violence. One involved a *Traditional* type of incident and the second what should be classified as an associate type of offender.

Between 1930 and 1939 there were 9 documented school violence incidents (see chart 18.10). All types of offenses occurred during this time except *Gang-Related* events. The slightly more prevalent type of offense was that of the *Associated* type of perpetrator. Given this time period of the Great Depression in America it not surprising that many people would strike out against familiar American schools given the stress upon people during this time.

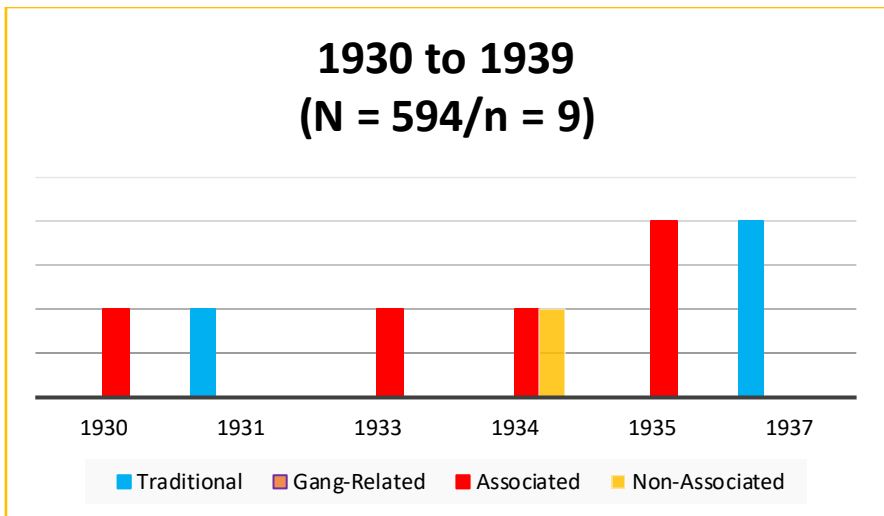


Chart 18.10. Incidents from 1930 to 1939 by Decade by Typologies

The second least number of school violence events occurred during the 1940s (see chart 18.11). As with the 1930s, the 1940s saw *Associated* types of perpetrators being a large percentage of the types of offenders. This was matched by the number of *Traditional* types of perpetrators as well. As discussed earlier, this decade did see the first documented case of *Gang-Related* violence in an American school.

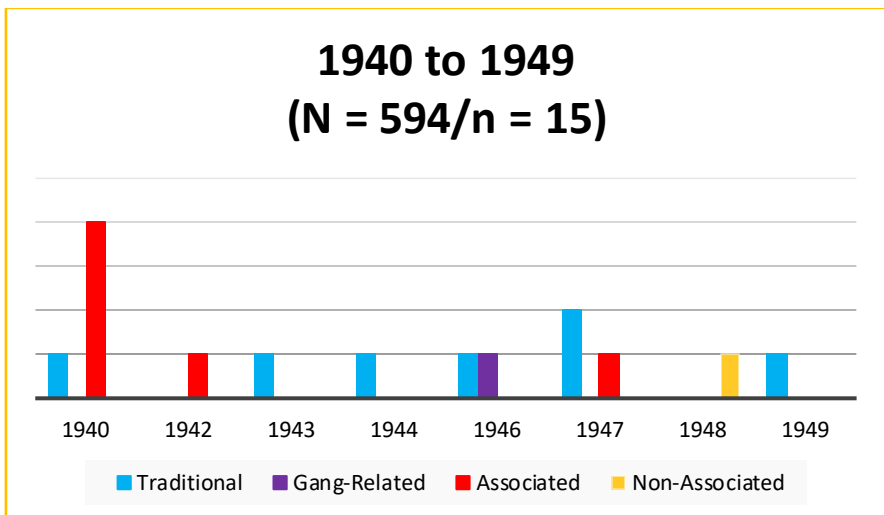


Chart 18.11. Incidents from 1940 to 1949 by Decade by Typologies

The 1950s experienced 17 incidents covering all types of offenders (see chart 18.11). The majority were *Traditional* types of perpetrators. There was also an almost equal distribution of events between 1950 and 1959.

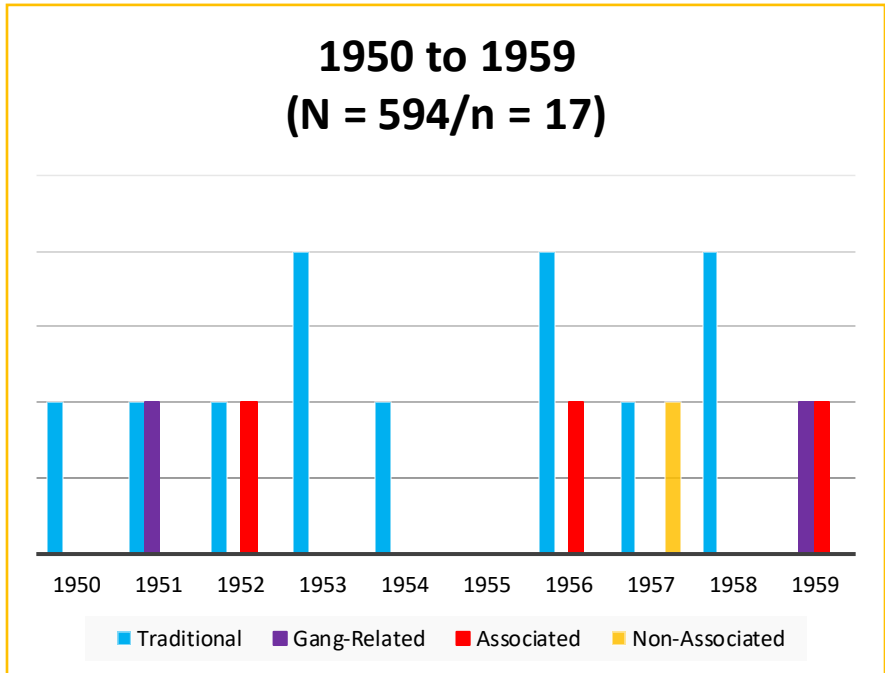


Chart 18.12. Incidents from 1950 to 1959 by Decade by Typologies

While the period between 1960 and 1969 were very violent on many college and university campuses, it only had 15 events across the county at K–12 schools (see chart 18.13). Of this number, 13 were found to be *Traditional* types of offences, but 2 did involve *Non-Associated* and/or mentally ill types of perpetrators.

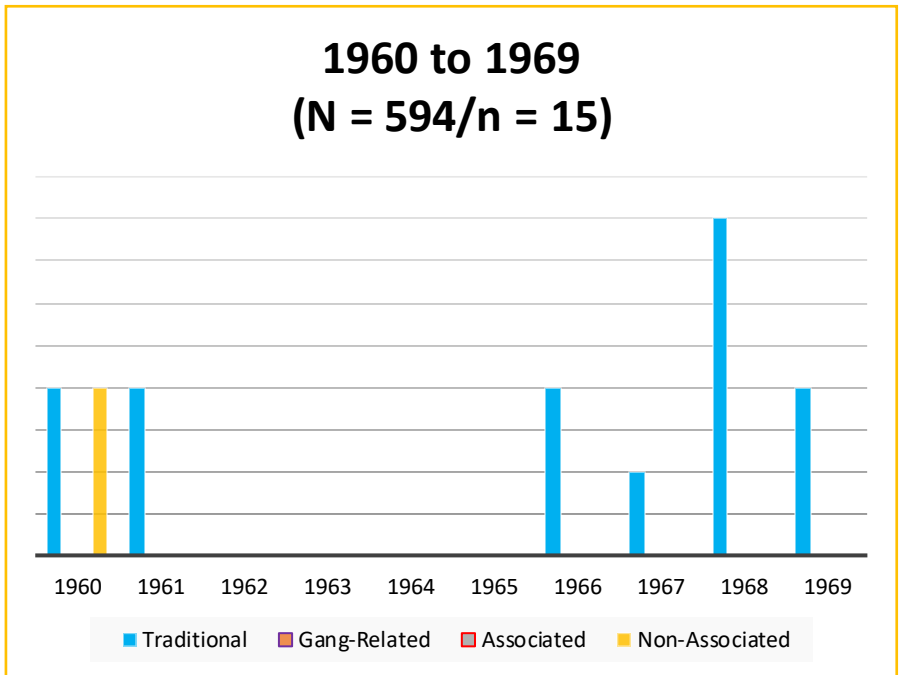


Chart 18.13. Incidents from 1960 to 1969 by Decade by Typologies

During the time period between 1970 and 1979, the United States experienced approximately 28 incidents of school violence across the country (see chart 18.14). Of this number the largest percentage of incidents were committed by *Traditional* types of offenders (17). The second largest group at 7 was the *Associated* types of offenders.

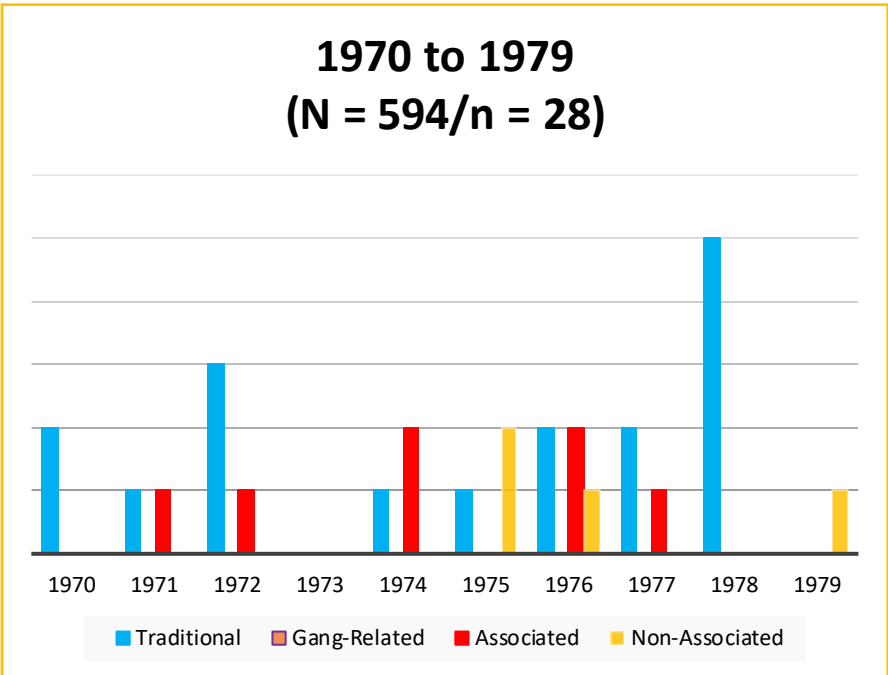


Chart 18.15. Incidents from 1970 to 1979 by Decade by Typologies

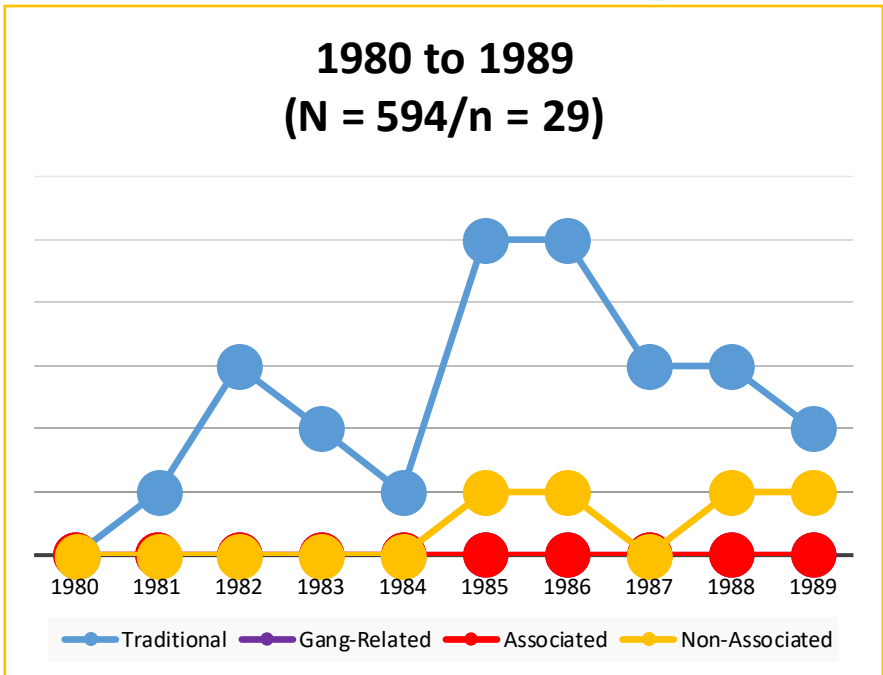


Chart 18.15. Incidents from 1980 to 1989 by Decade by Typologies

Interestingly, this period did not have any *Gang-Related* incidents documented.

The period between 1980 and 1989 was just a prelude to the drastic increase in all types of juvenile violence experienced in the 1990s (see chart 18.15). During this period the vast majority of events involved *Traditional* types of offenders, equally distributed throughout the decade. Albeit questionable, there were actually no *Gang-Related* types of incidents clearly documented during this period.

As discussed extensively in this work, the 1990s experienced the greatest number of violent events in all areas of criminal behavior (see chart 18.16). This decade experienced approximately 50% of all documented incidents between 1700 and 2015. The largest number of incidents was committed by *Traditional* types of perpetrators (49), and gang related was a distant second (11). All types of offenses saw great increases in their numbers during this time period.

The period between 2000 and 2009 is one of the most interesting decades when it comes to exploring school violence in America (see chart 18.17). As with all types of offenses, the decade started with high percentages of violence and ended the same. But, during the mid-2000s, the country experienced a decrease in all type of violence. Sixty-one incidents occurred during this time period. The largest number (49) were *Traditional* types of offenders and all other types were distant seconds and thirds.

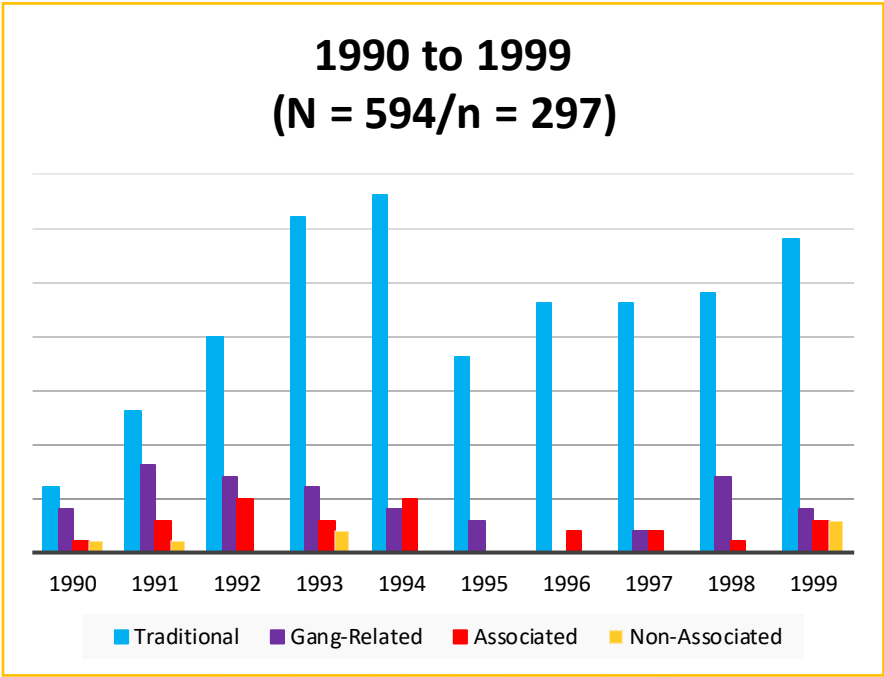


Chart 18.16. Incidents from 1990 to 1999 by Decade by Typologies

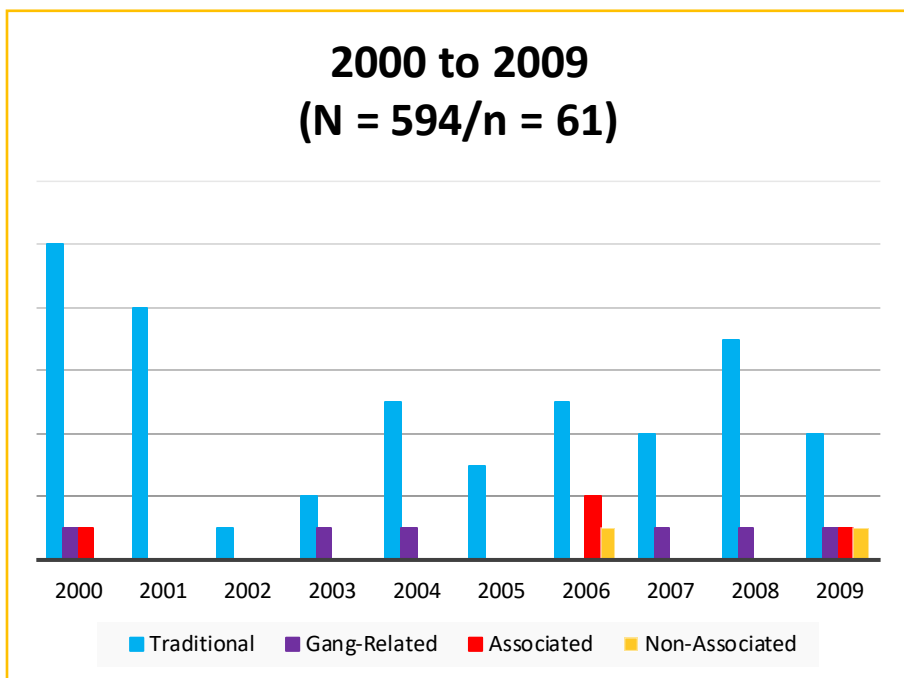


Chart 18.17. Incidents from 2000 to 2009 by Decade by Typologies

This final section examines the approximately 70 events committed from 2010 until November 30, 2015 (see chart 18.18). This period appears to be supporting the idea that the number of school violence incidents may be on the up rise again. There were 44 *Traditional* incidents during this period and 11 gang related. *Associated* numbers made up 8 incidents and almost tied with *Non-Associated* at 7.

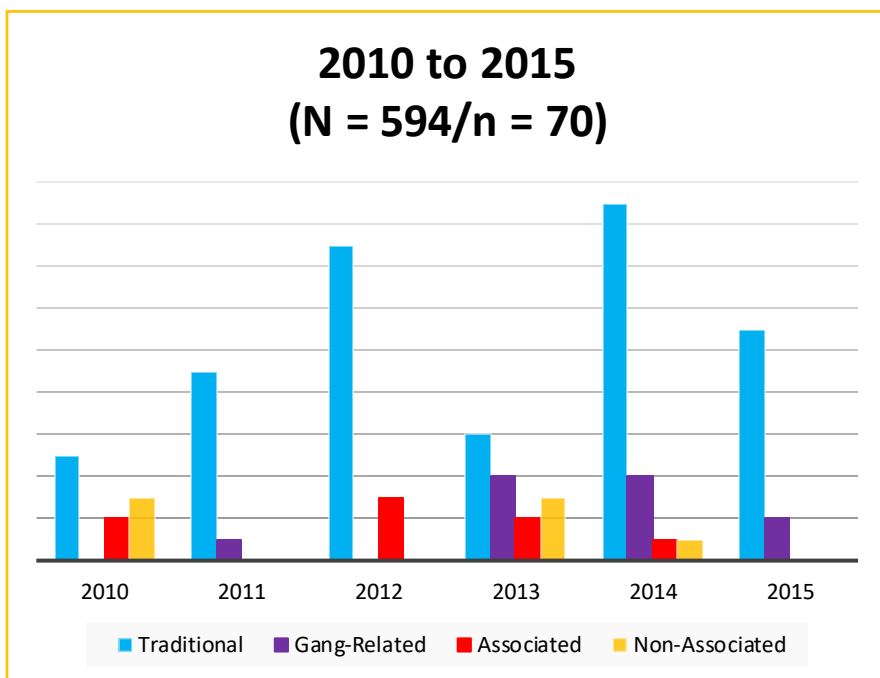


Chart 18.18. Incidents from 2010 to 2015 by Decade by Typologies

A COMPARISON OF ARREST RATES AND SCHOOL VIOLENCE INCIDENTS

As a final comparison for the reader, the final section of this work is a simple overview of American violent crime rates and school violence.

As will the detailed examination of the documented school violence events between 1960 and 2014, there was a spike in the 1990s in all types of violent behavior in the United States (see chart 18.19). The above chart is data collected by the Uniform Crime Report as maintained by the Federal Bureau of Investigation. It is interesting to see support for the idea that violence in American society will always find its way into its schools.

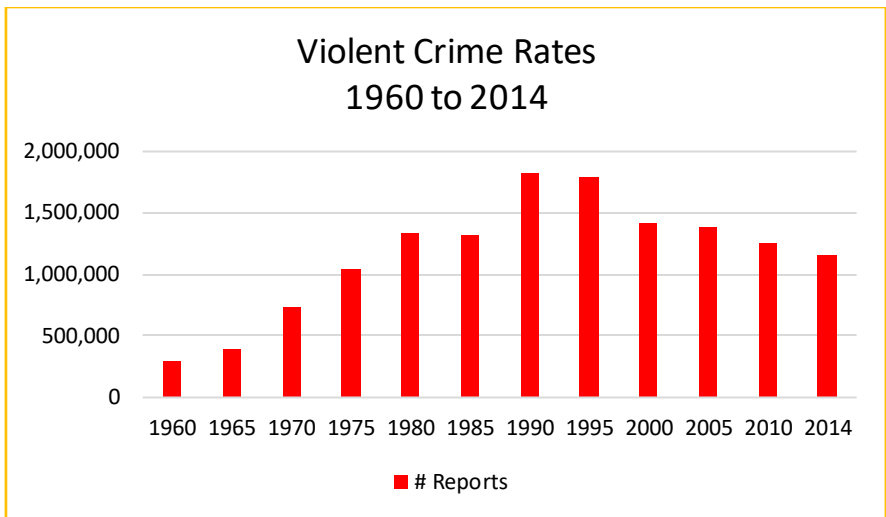


Chart 18.19. Violent Crime Rates 1960 to 2014

In comparing the *overall* school violence rates between 1960 and 2015, it is obvious that the trends are very similar. Drastic spikes in school violence in the 1990s mirrors that of the *overall* violence in American society.

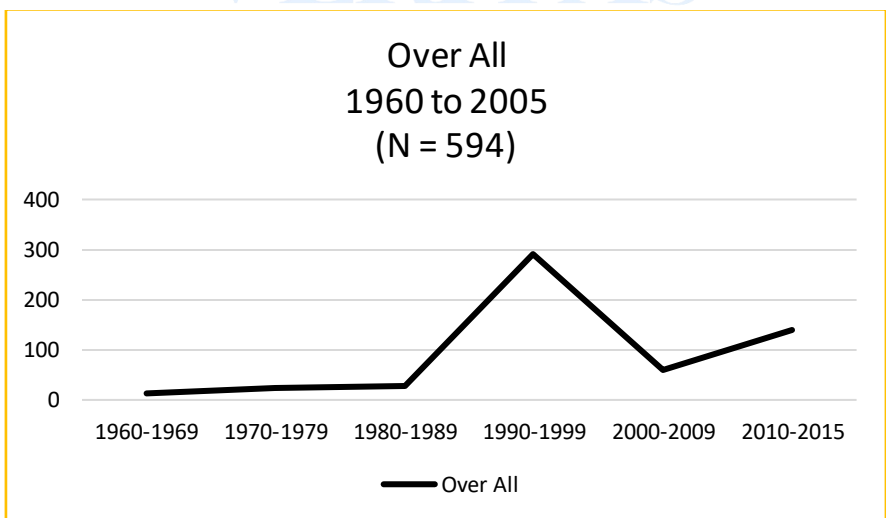


Chart 18.20. Over All School Violence Incidents 1700 to 2015

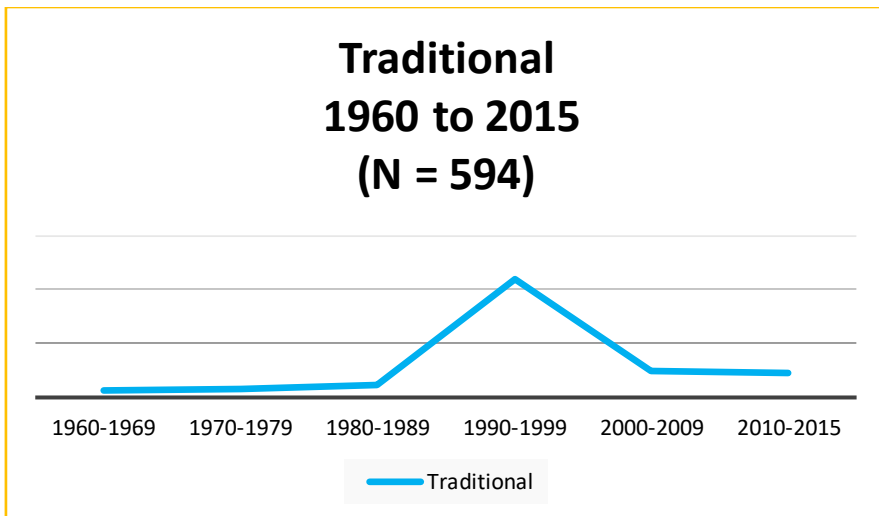


Chart 18.21. *Traditional* School Violence Incidents 1960 to 2015

This same trend is found in what the country experienced when it came to *Traditional* types of school violence. *Traditional* type of perpetrators mirrored that of other types of violent offenders in American society historically.

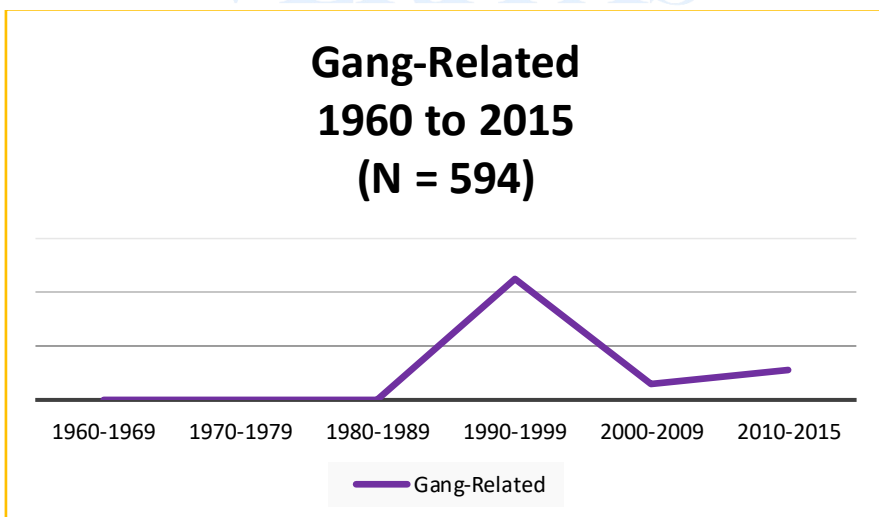


Chart 18.22. *Gang-Related* School Violence Incidents 1960 to 2015

Gang-Related types of offenses mirror these same trends. The 1990s experienced the largest amount of gang violence in history and made up the second largest amount of school violence events.

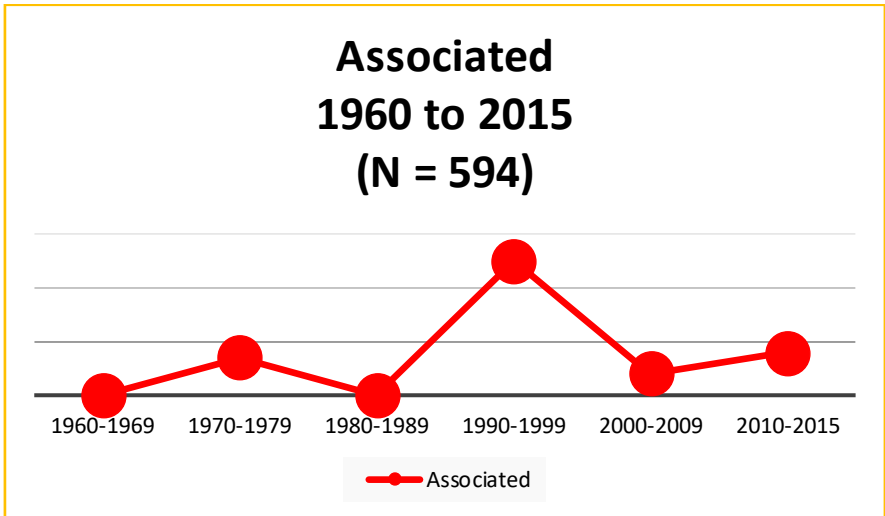


Chart 18.23. *Associated* and/or Mentally Ill School Violence Incidents 1960 to 2015

Experiencing only a slightly different finding in the 1970s, the *Associated* type of school violence perpetrators' violence mirrored the trends of all other types of violence in America.

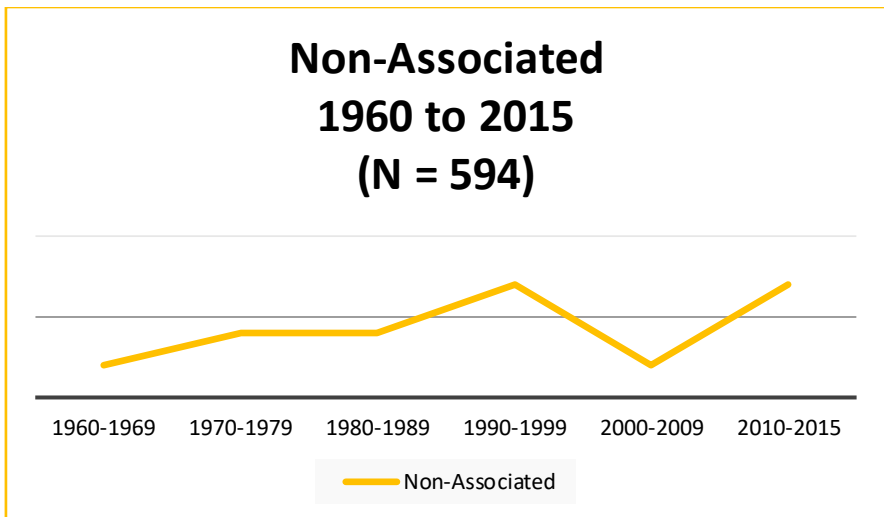


Chart 18.24. *Non-Associated* and/or Mentally Ill School Violence Incidents 1960 to 2015

Finally, *Non-Associated* types of perpetrators mirrored the same violent trends. The most interesting finding in this time period is the drastic increase in the number of these events as the country closes 2015. The growing trend seems to be more and more people attacking K–12 schools of which they have no connection to except the desire to harm others.

CONCLUSION

In conclusion, juvenile violence has existed as long as there have been juveniles and school violence has existed since there were schools. The findings of this research support this comment. School violence has existed since the very first schoolhouses were established in the United States. Throughout history that have been attacked internally by their students and externally by those seeking revenge against a particular school or society as a whole.

Schools are significant factors in everyone's past, current, and future lives. One may currently be a student, a teacher, principle, staff member, or parent of a child who is attending a K–12 school in the United States. The impact that schools have in each

person's life also involves the experiences that have while in school and the treatment they receive. Unfortunately, many decide to hurt themselves or others due to a myriad of issues. Schools also provide many easily accessible targets for those who wish to rob, assault, or kill young people. Small elementary schools are often the targets of individuals who wish to strike back at society by attacking those who are most vulnerable. Large urban schools experience large amounts of gang-related and street violence. The schools falling between the two often have students who are mistreated and bullied at home and at school.

The resulting violence should not surprise anyone.

It is hoped that the reader understands the attempts at distinguishing between 4 types of school violence perpetrators. Many insist on combining all types of school shootings/violence, therefore they often find one type of offender, committing one type of violent act, and therefore they determine there is one type of defense. This could not be further from the truth when examining K-12 school violence historically in the United States. Public mass shootings, university shootings, international shootings, and K-12 school shootings are not the same.

They have different catalysts, motivations, types of occurrence, and offenders. Thus, they must have different approaches, strategies, and responses.

It is hoped that this work can contribute to future attempts to deal positively, fairly, and effectively with school violence in American K-12 schools.

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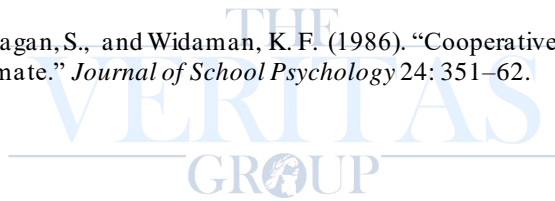
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About the Author

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Dr. Gordon A. Crews is a Professor of Criminal Justice & Criminology and Executive Director of the *Center for Justice and Social Research* in Tiffin, Ohio. Prior to this position, he was a Professor of Criminal Justice & Criminology at Marshall University in Huntington, West Virginia.

Dr. Crews began his teaching career in 1990 as department head of the Criminal Justice & Paralegal program at *Sumter Area Technical College* (SC) at twenty-five years old while still in graduate school working towards his Master of Criminal Justice Degree. He would complete his first seven years of teaching at the community college level by then moving to *Midlands Technical College* (SC). Since 1997, Dr. Crews has served as a faculty member and/or academic administrator at the *University of South Carolina Beaufort* (SC), *Valdosta State University* (GA), *Jacksonville State University* (AL), *Roger Williams University* (RI), *Cameron University* (OK), *Washburn University* (KS), and *Marshall University* (WV).

In addition to over 26 years of post-secondary education experience, Dr. Crews has conducted POST certified law enforcement training in South Carolina, Rhode Island, Georgia, Ohio, and Alabama in the areas of proper police practice. He has also worked with the *Turkish National Police* and *Ghana National Police* on community policing initiatives. Most recently, he has begun communication

with the *Japan National Police Academy* on a comparison of approaches to juvenile delinquency and violence by law enforcement in Japan and the United States.

He earned a Ph.D. in Education/Criminal Justice, a Graduate Certificate in Alcohol & Drug Studies, a Bachelor of Science in Criminal Justice, and Masters of Criminal Justice, from the *University of South Carolina* (SC). He served as Executive Counselor for the Juvenile Justice Section of the *Academy of Criminal Justice Sciences* and as former President and member of the Board of Directors for the *Southern Criminal Justice Association*. In 2008 he was appointed for a three year term as the Executive Director of the Secretariat for this same organization. In 2010 he had the honor of being appointed the first President of the charter *Phi Kappa Phi* (ΦΚΦ) National Honor Society Chapter, and in 2013 becoming the faculty advisor to his fraternity, *Delta Chi* (ΔΧ) at *Marshall University* (WV).

Prior to teaching, Dr. Crews worked in law enforcement (in South Carolina at *Richland County Sheriff's Department* and *University of South Carolina Police Department* and in Georgia at *Floyd County Sheriff's Department*/*Mount Berry College Police Department*) as a bloodhound/narcotics k-9 officer & trainer, field-training officer, and criminal investigator (*crimes against persons/sexual assault*); in corrections as a training and accreditation manager; and in insurance fraud as a private licensed investigator.

His publications include refereed journal articles and work chapters dealing with juvenile and school violence, Occult/Satanic involvement and youth, and various law

enforcement and correctional issues. His works include *Faces of Violence in America* (Simon & Schuster, 1996); *The Evolution of School Disturbance in America: Colonial Times to Modern Day* (Praeger, 1997); *A History of Correctional Violence: An Examination of Reported Causes of Riots and Disturbances* (American Correctional Association, 1998); *Chasing Shadows: Confronting Juvenile Violence in America* (Prentice Hall, 2001); *Living in Prison: A History of the Correctional System with an Insider's View* (Greenwood Publishers, 2004); *In the Margins: Special Populations and American Justice* (Prentice Hall, 2008); and, *Critical Examinations of School Violence and Disturbance in K-12 Education* (IGI Global, 2016). His most recent work is entitled, *School Killers Speak: School killers speak: A comprehensive examination of perpetrators, events, and characteristics of K-12 school violence in America* (The Veritas Group, 2016). Dr. Crews currently has two new works being published: *Policing America: An Introduction to Law enforcement* (Cognella, 2017), and *The Death Row Cookwork: Food to Die For* (The Vertias Group, 2017).

Dr. Crews has myriad current research interests/efforts in the areas of violence and resulting societal reactions. A primary project as of 2013 is the interviewing and surveying of 78 incarcerated school violence (K-12) offenders across the United States. A secondary effort is in working on a new work with a convicted murderer on death row in South Carolina dealing with the realities of living in prison and being incarcerated in the United States. A third, and ongoing, focus is on an international comparison of police and societal response to individuals involved in alternative belief practices (e.g., Satanism, Wicca, Goth, etc.).

Through these efforts, he currently has two manuscripts under development: *Juvenile Delinquency and Violence: Examining International Police and Societal Response* (CRC Press) and *The Complete Idiot's Guide to Living and Dying in Prison* (Alpha Works).

He is former President of the *Themis Center for Policy, Practice, & Research* (WV) and is currently President and owner of *The Veritas Group, LLC*, a consulting firm based out of Huntington, WV. Since 2000, he has conducted extensive field research in these areas across the United States, United Kingdom, Middle East, Netherlands, Central Europe, Scandinavia, Turkey, Ghana, Central and Eastern Europe (i.e., Macedonia, Bulgaria, Romania, Hungary, Slovakia, Austria, Czech Republic, Slovenia, Serbia, and Croatia). His most recent research was conducted in Brazil (2010), Japan (2011), and in the United Kingdom and the Republic of Ireland (2012).

Perhaps his most relevant experience which speaks to his ability as an effective expert witness in policing and correctional matters is his role as a lead police/correctional expert in a grant-funded review of police and correctional training curricula (state, county, and municipal) from more than 60 academies across the United States. This 3 year project involved evaluating all academy curricula and noting what courses were offered, their length and content, and other characteristics of the curricula, instructors, and academies. This work resulted in a complex statistical evaluation and recommendations to improve curricula and make training more effective. The results of this work have been presented at various regional and national conferences and are being developed into manuscripts for publication

review in respected criminal justice journals.

Dr. Crews has also appeared as a consultant on national and international programming such as *CNN*, *MSNBC*, *Good Morning America*, *Anderson Cooper 360°*, *The Abrams Report*, *Nancy Grace*, *Gloria Van Susteren*, *African National Television*, and *Due Diligence on Voice of Russia Radio Network*.

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About The Veritas Group Consulting, LLC

The Veritas Group

"Working for Justice and Security through effective Policy, Practice, and Research"

The Veritas Group is a consulting firm based in Huntington, WV, privately owned and operated by Gordon A. Crews, Ph.D., who has more than 35 years of experience working, teaching, and researching in criminal justice. Our areas of expertise are law enforcement (e.g., use of force, pursuits, resource allocation, traffic stops, training), corrections (e.g., release & reentry, prison labor, probation & parole surveillance, institutional violence, death row & capital punishment), and juvenile delinquency & violence (e.g., school violence, impact of "Goth" or occult involvement on violence). We also provide expert witness testimony or expert commentary in these areas.

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Comments from experts in the field

CRIME SCENE DO NOT CROSS

"In a day and age when our perception of school violence is clouded by hyperbole and haphazard media coverage, Gordon Crews provides us with an empirically-based, mixed methods approach that is a welcome addition to this controversial and often misunderstood topic."

~ Dr. Hayden Griffin, Assistant Professor, University of Alabama Birmingham

"Professor Crews' work is painstakingly researched and provides an excellent analysis of a social problem which is particularly relevant in today's society. Not only that, but, this book is very accessible and a compelling read."

~ Dr. Gavin Lee, Assistant Professor, University of West Georgia

"School Killers Speak provides a comprehensive overview of extreme forms of school violence, from the nature of catastrophic events and the motivations of various perpetrator types to recommendations for enhancing school safety. Crews advances the knowledge base regarding school shootings and related critical events in this well-researched book apt to benefit academe and school policy planning alike."

~ Dr. J. Mitchell Miller, Professor & ACJS Fellow, University of North Florida

"Policy is often driven by media sensationalism, not research. Crews has astutely circumvented this typical approach by capturing the voices of perpetrators; students, researchers, and policymakers would do well to listen."

~ Risdon N. Slate, Chair and Professor of Criminology at Florida Southern College, lead author of Criminalization of Mental Illness: Crisis and Opportunity for the Justice System

"The text is both useful to the understanding of today's school violence issues as well as a fun read. Chapter 7 Charges, Trials, Pleas, Convictions, and Sentences, is like reading a crime TV show. Dr. Crews' approach to writing about school violence is second to none."

~ Dr. Harrison Watts, Associate Professor, Our Lady of the Lake University

